ONTARIO DEPARTMENT OF EDUCATION

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Ontario Elementary School Radio Broadcasts

OCTOBER 1966

MAY 1967

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION

FOREWORD
From The
MINISTER

An Invaluable Aid

A new school year with all its challenges to both teachers and pupils has begun. For the teachers, it will be another year of creating teaching situations and an atmosphere where learning experiences for boys and girls are most effective. For the pupils, it will be a step forward along the road of learning in preparation for the day when they take their places in the community beyond the classroom.

Many audio-visual aids are available to enhance and enrich the on-going program in every classroom. One of these is radio broadcasts heard daily Monday to Friday throughout our province. This service is provided by the Ontario Department of Education in co-operation with the Canadian Broadcasting Corporation and its network of private stations. Their assistance is greatly appreciated and enables the Department to continue providing a service that has become an integral part of the educational system of Ontario.

Information about the 1966-67 radio broadcasts is included in this manual. You will note, I am sure, with keen anticipation, the continued scheduling of time-proven series of programs. Evaluations of these presentations indicate the wisdom of such a practice. You will note also a few series that present a new approach and format to the programming undertaken to date. I refer to the integrated series of language, dance and music for the primary classes, the oral and written language programs for the juniors and the integrated geography and science presentations using Expo '67 as its

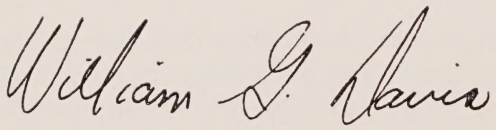
theme for intermediates. If these series prove to be beneficial, it is expected that in future more of the broadcasts will be of an integrated nature.

As in past years several series available through the courtesy of the British Broadcasting Corporation are included in the schedule. While these programs were not prepared specifically for listening in Ontario schools, they do bring enriching and broadening experiences into our classrooms in a number of subject areas.

This manual includes the information concerning the Canadian Radio Broadcasts heard each Friday. These broadcasts are approved by a National Advisory Council to the Canadian Broadcasting Corporation. They are planned to present items of common interest and to foster pride in Canadian citizenship among the boys and girls across our great Dominion of Canada.

Two major changes in the scheduling of radio programs have been effected this year. Broadcasts will be aired in the afternoon instead of the morning. This change was approved in order that our broadcasting would conform with a uniform time mutually acceptable to the Canadian Broadcasting network and the other Departments of Education across Canada. After a three-minute newscast over the network, school broadcasts will commence at 2:03 p.m. and continue until 2:30 p.m.

I urge you, then, to study the schedule of broadcasts as outlined in this manual, to choose the programs that will meet the needs of boys and girls, to introduce each program with relevant information, to create a good listening atmosphere and to follow the broadcast immediately afterwards with related activities that will make the use of this medium of instruction a meaningful and worthwhile experience for everyone.



MINISTER OF EDUCATION
August, 1966

Schedule of Elementary School Radio Broadcasts

PRIMARY DIVISION (KINDERGARTEN – GRADE 3) Page

At Sixes and Sevens (1-2)
Monday, October 17 – May 8 8

Primary Stories (K-3)
Wednesday, October 19 – November 23 29

Creative Language (3-4)
Thursday, October 20 – December 15 and January 5 – 12 32

Christmas in Nova Scotia
Friday, December 23 35

Let's Join In (K-3)
Wednesday, January 18 – February 22 35

JUNIOR DIVISION (GRADES 4-6)

Time For Books (4-6)
Wednesday, October 19 – November 23 38

Current Events (6-8)
Thursday, October 20 – May 11 40

Creative Language (3-4)
Thursday, October 20 – December 15 and January 5 – 12 32

This Is Canada (6-8)
Friday, October 21 – January 13 41

Social Studies (5)
Wednesday, November 30 – January 11 43

Christmas in Nova Scotia
Friday, December 23 35

Junior Music (4-6)
Wednesday, January 18 – February 22 46

Current Events (4-5)
Thursday, January 19, February 16, March 16, April 20 55

Behind the News (6-8)
Friday, January 20 – February 24 and April 21 – May 12 56

More Voices of the Wild (4-6)
Thursday, January 26, February 2, 9, 23, March 2, 9 57

Canadian Writers and Their Themes (6-8)
Friday, March 3 – April 14 61

Great Moments in Science (6-8) Page
Monday, April 3 – May 8 65

Life in Other Lands (4-6)
Thursday, April 6, 13, 27, May 4, 11 68

Ontario Sings (4-8)
Wednesday, April 19 – May 10 70

Voices of the Wild (4-6)
Friday, April 21 – May 12 70

INTERMEDIATE DIVISION (GRADES 7-8)

Bookshelf Adventure (7-8)
Monday, October 17 – November 7 75

Guidance (7-8)
Tuesday, October 18 – November 8 77

Current Events (6-8)
Thursday, October 20 – May 11 40

This Is Canada (6-8)
Friday, October 21 – January 13 41

Music for Teens (7-8)
Monday, November 14 – December 12 79

Christmas in Nova Scotia
Friday, December 23 35

Science and Geography (7-8)
Monday, January 9 – March 13 83

Behind the News (6-8)
Friday, January 20 – February 24 and April 21 – May 12 56

The Story of Confederation (7-8)
Friday, January 20 – February 24 86

History (7-8)
Wednesday, March 1 – April 12 90

Canadian Writers and Their Themes (6-8)
Monday, March 3 – April 14 61

Great Moments in Science (6-8)
Monday, April 3 – May 8 65

Ontario Sings (4-8)
Wednesday, April 19 – May 10 70

Stories From British History (7-8)
Wednesday, April 19 – May 10 91

Suggestions for Radio Listening and Effective Utilization

A school broadcast is not a substitute for teaching, but is intended to supplement and enrich classroom work. In consultation with classroom teachers, authorities in the various subjects dealt with, have prepared the programs listed in this manual. Their success depends on the way in which they are handled by the teacher and students in the classroom. There are no hard and fast rules for using a broadcast: the teacher is advised to experiment, on the basis of the suggestions given here.

CONDITIONS OF LISTENING

Remember that there is such a thing as good and poor listening. Listening is a faculty which can be encouraged by suitable surroundings and improved by practice. The physical surroundings of a broadcast include the set-up of the classroom itself as well as the quality of the sound that comes out of the loudspeaker.

Listening in a school auditorium or in a corridor has been found by experience to be less satisfactory than listening in one's own classroom. Distractions of all kinds, especially noises from outside, should be avoided. Movement inside the classroom during the broadcast should be kept to a minimum.

The radio receiver should be checked beforehand to make certain that it is in good working order. It should have a loudspeaker of sufficient size, with adequate volume, to ensure classroom listening without strain or distortion. Tune in early to the station carrying the program and adjust the volume to suit the ears of all present both at the front and the back of the classroom.

BEFORE THE BROADCAST

This manual gives essential information about each series as well as a brief outline of the contents of each individual program. It is recommended that the teacher study the outlines before the program to gain a clearer idea of how it can be related to the current work of the class.

Before the broadcast begins, the teacher should display any available pictures, maps or diagrams that are likely to help the pupils follow the program. New or difficult words or names that may occur in the program

should be written on the chalkboard. When announcing the title of the presentation, the teacher should discuss its main theme and explain the reason for listening.

DURING THE BROADCAST

Not all students are naturally good listeners. Some learn faster with their eyes than their ears and vice versa. Some find it difficult to focus full attention on a loudspeaker; others are easily distracted from it. Generally, the class will reflect the interest and sincerity shown by the teacher in listening. Sometimes the teacher may find it helpful to make notes, but it is usually not desirable for the students to do so.

A broadcast should be regarded as a listening experience which is intended not so much to inculcate facts as to stimulate the imagination and widen the outlook and interests of the students. The teacher should closely watch the class reactions to the progam to determine the most effective way of following it up.

AFTER THE BROADCAST

A good broadcast is rarely complete in itself. It needs a follow-up, by the teacher, to clinch its conclusion. Such follow-up may be completed during the same lesson period or extended over later periods.

It is a good idea to find out, right away, whether the broadcast was considered useful or not, and why. In this way you can train your students to listen critically and with discrimination.

A quiz or question-and-answer period is probably the commonest form of follow-up. But too rigid testing is liable to spoil the pleasure of listening.

Discussion of the content of the broadcast should arise naturally out of the interest shown by the class. If nothing obvious suggests itself, you can draw on the comments and suggestions given in the manual. These are likely to include suggestions for further reading, preparation of maps and scrapbooks, art work and committee assignments for further investigation.

The impression left by most broadcasts can be made more vivid and lasting by the use of other audio-visual aids, usually at a later period. For example, Music broadcasts can be supplemented with phonograph records. Programs dealing with Social Studies (History, Geography and Current Events), Science and Literature can be supplemented with films, filmstrips and still pictures. The manual gives, after most series, a recommended list of some aural and visual aids.

Films bearing a code number may be obtained from the Audio-Visual Education Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario. Filmstrips, recordings and non-projected aids can be secured from the dealers listed in this manual. *Do not* apply to the Audio-Visual Section for these related aids. Recommended books are usually available at public libraries.

ONTARIO DISTRIBUTORS OF FILMSTRIPS

E.B. Encyclopaedia Britannica Ltd., 151 Bloor Street West, Toronto 5, Ontario.
Agent for: Encyclopaedia Britannica, Disney.

J.H. Mr. G. Watt, 15 Ferbane Place, Willowdale, Ontario.
Agent for: Jam Handy.

N.F.B. National Film Board, 1 Lombard Street, Toronto 1, Ontario.
Agent for: National Film Board.

S.V.E. Educational Film Distributors, 191 Eglinton Avenue W., Toronto 12, Ontario.
Agent for: Society for Visual Education.

PRIMARY DIVISION

At Sixes and Sevens

PRIMARY DIVISION (GRADES 1 - 2)

MONDAYS, 2:15 - 2:30 P.M.

Because of the enthusiastic response we have received for "At Sixes and Sevens" (oral language series) and "Primary Dance" (physical education series) we have been encouraged to extend this type of programming. Music programs have been added this year. The series title "At Sixes and Sevens" now encompasses broadcasts in these three areas. "At Sixes and Sevens" recognizes that dividing lines in children's creativity are vague if existent at all. Elements of music, dance, poetry, drama, make up each program although one aspect is emphasized each day.

All young children are naturally spontaneous and imaginative and enjoy the element of surprise. So much emphasis has been placed on subjects such as reading, science and mathematics that often these natural qualities are overlooked. Children express themselves all at once with everything they have!

Following this recognition of a child's total expression the programs are arranged in an order that shifts accent from week to week: "TJ Language" may be followed by Dance; Music by another T.J. This fluidity will be helpful in keeping children alert and active in all the forms of expression they use to release their feelings and judgments of the world they inhabit.

LANGUAGE

Tommy Jackson Junior, known as T.J., inhabits the world of fantasy and reality. He has many interests, enjoys new experiences and loves to share his ideas.

T.J.'s experiences will:

1. Encourage curiosity and exploration with language.
2. Foster the development of communication skills.
3. Stimulate intelligent and imaginative listening.
4. Assist the child to differentiate between fact and fantasy.

MUSIC

The basic philosophy of this series—AT SIXES AND SEVENS—that each child should have the freedom and opportunity to respond in his own way —has an important application in music broadcasts since the response to music is highly personal.

The nature of the broadcasts will be such that there will be little request for children to respond as a formal group: a child may respond spontaneously with activity or in a quiet state of listening.

The structure of music will be explored with each program stressing one element; for example, rhythm on October 31st. There will be extensive use of familiar materials. Songs listed will not necessarily be heard in the broadcast but are suggested as suitable materials for further development of the musical concept explored in the broadcast.

CREATIVE DANCE—(Physical Education)

Movement is an outlet through which children express their ideas and moods. In the expression of these ideas and moods through movement, movement becomes dance.

The aims of dance as outlined in *Movement Education for Infants* clearly illustrate the importance of this art form:

1. To train the children in another creative art form.
2. To awaken and preserve the children's impulses and spontaneity.
3. To develop poise and confidence.
4. To train the control of the body and an understanding of its powers and limitations.
5. To train intelligent listening to accompaniment.
6. To train co-operation with others in creative work.

For these broadcasts the class should be taken to the gymnasium or playroom, in order that the pupils will have sufficient space in which to move. If the children are to listen to the broadcasts in the classroom, the desks should be moved to provide as large a clear space for activity as is possible. *No equipment will be necessary for these dance broadcasts.*

The children will find their movement will be less restricted if arrangements can be made to have them work in shorts, T-shirts and their bare feet.

AT SIXES AND SEVENS

*indicates a repeat from a 1965 series.

1. *October 17* . . . LANGUAGE
2. *October 24* . . . LANGUAGE

   The first two programs of the series begin with an introduction to Tommy Jackson Junior, known as "T.J." T.J. is an active, imaginative boy who enjoys people and becomes involved in many exciting and interesting experiences.

RELATED AIDS:

BOOKS

I Want to be a Musician, Greene (Children's Press, Chicago)
I Want to be a Ballet Dancer, Greene (Children's Press, Chicago)

SONGS

Put Your Finger in the Air—*Music Through the Day* (Gage)
Lock and Key—*Singing and Rhyming* (Ginn)

3. *October 31* . . . MUSIC

   There is a "heart beat" in music. We listen for the pulse that keeps it alive.

RELATED AIDS:

SONGS (see Music Notes above)
Come A-Dancing—*Songtime 3* (Holt, Rinehart and Winston)
Hallowe'en—*Songtime 3*
The Clock—*The New High Road of Song 1, 2, 3* (Gage)
Tinga Layo—*Music Now and Long Ago* (Gage)

4. *November 7* . . . DANCE — Body Awareness and Locomotion

   What parts of the body can move? How can the body move? Where can the body go? This initial program will provide an opportunity for the children to experiment with various methods of movement on the spot and throughout the room.

   Ideas for future dance lessons:

   1. Let your feet take you to a spot; dance on the spot with your hands.
   2. Make yourself as tall as you can; dance anywhere in the room, making yourself smaller and smaller.
   3. Create a dance that finishes with a leap.

*5. *November 14* . . . LANGUAGE

Have you had an adventure? T.J. has one to-day. In his re-telling of it, it becomes a very exciting "tall tale".

RELATED AIDS:

FILMS

SS- 96 – *The Policeman*
SS-294 – *Skipper Learns a Lesson*

BOOKS

And to Think That I Saw It on Mulberry Street, Seuss (Copp Clark)
Brave Daniel, Klein (Scholastic Book Services)
I Want to be A Policeman, Greene (Children's Press, Chicago)
McElligots Pool, Seuss (Copp Clark)

6. *November 21* . . . MUSIC

We move from tone to tone to make melody.

RELATED AIDS:

SONGS

November Twilight—*New High Road of Song 1, 2, 3*
(The direction of the melody conveys the feeling of the words and the mood of the song)
A Lullaby—*Songtime 3*
Sunset—*Songs for To-day, Vol. 3*
Trot Trot (Chinese)—*This is Music 2* (Macmillan)

*7. *November 28* . . . DANCE — Strength and Lightness

Strength and lightness in movement will provide the theme for this broadcast. By practising such strong movements as punching, pushing and kicking, and such light movements as dabbing, floating and gliding, the children will quickly become aware of the difference between strong and light.

Ideas for future dance lessons:

1. Dance lightly to a wall, then push yourself away.
2. Punch and kick on your spot, then float to a new spot.
3. Make yourself stiff and straight and dance round and round.

*8. *December 5* . . . LANGUAGE

Why are grown-ups so difficult to understand? T.J. probes the world and feelings of adults. Through the use of "role-play" he becomes more aware of the adult world and feelings of responsibility.

RELATED AIDS:

FILMS

G-88 – *Kindness to Others*

H-41 – *Appreciating Our Parents*

POETRY

Icy—*Very Young Verses,* Geismer and Suter (Thomas Nelson and Sons (Can.) Ltd.

Bird Talk—*Verse that is Fun* (Faber Ltd.)

SONGS

Work Chant—*Music Through the Day* (Gage)

The Cat in the Snow—*Music Through the Day* (Gage)

Company is Coming—*The Kindergarten Book* (Ginn)

9. *December 12* . . . MUSIC

Since we celebrate festivities with music, the broadcast will present a group of children singing and playing music of the holiday season, much of which will be traditional and familiar.

10. *January 9* . . . DANCE — Sudden and Sustained Movement

In this broadcast the pupils will discover the difference between sudden or spiky and smooth or sustained movements. These two qualities will also be used to form contrasting body shapes. The climax, in dramatic form, will be based on these contrasts.

Ideas for future dance lessons:

1. Make yourself grow smoothly from a little shape to a big shape; dance lightly to a spot and shrink slowly to the floor.
2. Dance with your knees, then with your elbows.
3. Make a strong, twisted shape, unwind yourself and pull yourself slowly across the floor.

11. *January 16* . . . MUSIC

We follow the leader in echoes, sequences and rounds.

RELATED AIDS:

SONGS

Frère Jacques—*Songtime 3*
Three Blind Mice—*Traditional*
Miranda's Round—*Songtime 3*
Entendez-vous Sur L'ormeau—*Music in Our Town* (Gage)

*12. *January 23* . . . LANGUAGE

While watching the dancing flames of a fire in the silent winter woods, T.J. and his adult friend become absorbed in the silence around them. They watch a deer and try to feed it chestnuts. T. J. becomes fascinated with the imaginary world of snowflakes. How do they feel in such a silent world? The action increases with T.J.'s delight and involvement.

RELATED AIDS:

FILMS

E-86 – *Spotty the Fawn in Winter*
E-20 – *Spotty the Fawn*
E-65 - *Winter is an Adventure*

BOOKS

Deer in the Snow, Miriam Schlein (Copp Clark)
The Big Snow, Hader (Copp Clark)
All Ready for Winter, Leon Adelson (Copp Clark)

*13. *January 30* . . . DANCE — Quick and Slow Movement

The emphasis in this broadcast will be on the speed of movement. Slow movement and quick movement will be encouraged as the children move on the spot and around the room. The gradual changes from slow to quick movements will also be explored. These alternating quick and slow movements will form the basis for a simple dance study.

Ideas for future dance lessons:

1. Dance backwards and forwards using slow movements.

2. Dance slowly with one part of your body and quickly with another part.
3. Dance quickly, gradually slowing down until you stop, then leap high in the air suddenly.

14. *February 6* . . . MUSIC

We add new parts to familiar songs, to become aware of harmony. Children who are vocally insecure can derive satisfaction and benefit from an opportunity to play the tones on a small xylophone or on tone bells.

RELATED AIDS:

SONGS

Did You Ever See a Lassie?—A few voices sustaining the 5th or 'soh' low 'soh' above alternately.

London Bridge

The Thunderstorm—*This is Music 2* (Macmillan)

*15. *February 13* . . . LANGUAGE

T.J. is faced with a problem. How should one act when he wants to join a new group at play. With the help of a snow fort, T.J. is able to achieve a happy solution.

RELATED AIDS:

FILMS

G-81 – *Words of Courtesy*

G-92 – *Helping Johnny Remember*

G-88 – *Kindness to Others*

POEM

The Playful Crickets—*The Faber Book of Nursery Verse* (British Book Service—Faber and Faber)

SONG

Swinging High—*Music Through the Day* (Gage)

*16. *February 20* . . . DANCE — The Use of Space-levels

In this program the children will be mainly concerned with where their bodies or parts of their bodies can move in space. Special emphasis will be placed on movement in the three levels—low, medium, and high.

Ideas for future dance lessons:

1. Make up a 'high' dance that finishes in a straight shape.
2. Make up a 'low' dance that has a spiky part and a smooth part.
3. Dance to a spot in a straight line, dance back in a curved line.

17. *February 27* . . . MUSIC

We explore the colours of the sounds of music.

RELATED AIDS:

SONGS

A La Volette—*Songtime 3*
Blow Ye Winds—*Growing With Music* (Prentice-Hall)

*18. *March 6* . . . LANGUAGE

In his Secret Hiding Place, T.J. reveals some of the things which bother sixes and sevens (adult nagging, badgering and breaking of promises). He learns that Secret Hiding Places can be inside people also.

RELATED AIDS:

FILM

G-90 – *Other People's Things*

BOOKS

The Secret Place and Other Poems, Aldis (Scholastic Book Services)
A Very Special House, Ruth Krauss (Copp Clark)

POEMS

Mice—*Very Young Verses* (see above)
Night Magic
I Wandered Lonely as a Cloud—*This Way, Delight* (Pantheon Books Inc.)

This is the Key to the Playhouse—*Very Young Verses*
The Pirate Don Durk of Dowdee—*The Faber Book of Nursery Verse*

SONGS

There's a Little Wheel—*Songs to Grow on,* Landeck (George G. McLeod Ltd.—Wm. Sloane Assoc. Inc.)
There Was a Man and He Was Mad—*Songs for To-day, Vol. 3* (Waterloo Music Co. Ltd.)
Up in the Deep, Dark Sky—*Singing On Our Way,* Pitts et al (Ginn)

19. *March 13* . . . DANCE — Dancing with a Partner (1)

From creating and performing dances by themselves, the children will be encouraged to dance with a partner. The program will begin with individual work that will lead into a simple partner relationship.

Ideas for future dance lessons:

1. One partner dances 'high' while the other dances 'low'.
2. Make a pushing and pulling dance with your partner.
3. Both partners dance quickly and lightly, then slowly and smoothly.

20. *April 3* . . . MUSIC

We discover and explore music for action and drama.

RELATED AIDS:

SONGS

The Sleeping Princess—*New High Road of Song*
The Maid and the Pedlar—*New High Road of Song*
Three Dukes—*Music Now and Long Ago* (Gage)
Three Pirates—*Music Now and Long Ago* (Gage)
Tammy the Cat—*Songtime 3*
Carnival—*Singing On Our Way* (Ginn) (enlarged edition)

*21. *April 10* . . . LANGUAGE

T.J.'s plans are spoiled by the rain. What would the world be like if the rain did not stop! How slowly time passes when we are disappointed or unhappy. T.J. discovers the relativity of time. Through imaginary experiences he realizes that size is also relative.

RELATED AIDS:

FILMS

SG-73 – *How Weather Helps Us*
E - 43 – *One Rainy Day*
SN-96 – *Insect Zoo*
E - 33 – *Sailing a Toy Boat*

BOOKS

"I can't" Said the Ant, Cameron (Scholastic Book Services)
The True Book of Insects, Podendorf (Children's Press Chicago)
The True Book of Time, Podendorf (Children's Press Chicago)
It's About Time, Schlein (Copp Clark)
The Clock, Slolodkina (Copp Clark)

POEMS

Rain—*Very Young Verses* (see above)
Very Lovely—*Very Young Verses* (see above)
I Saw a Dog—*Faber Book of Nursery Verse* (see above)

SONGS

We Whooped and We Hollered—*More Songs to Grow On* (George G. McLeod Ltd.—Wm. Sloane Assoc. Inc.)
Joe and Jess—*Singing and Rhyming*—Pitts et al (Ginn)
There Sat a Little Ant—*Singing and Rhyming* (see above)

22. *April 17* . . . DANCE — Dancing with a Partner (2)

This entire broadcast will be devoted to partner-dancing, encouraging a feeling of creative harmony in the development of their movement ideas.

Ideas for future dance lessons:

1. Dance toward your partner and back away.
2. Make a partner dance that is slow and smooth and has a sudden leap in it.
3. One partner plays a percussion instrument while the other partner dances.

23. *April 24* . . . MUSIC

We plant musical seeds which develop into musical compositions. This program will show the inter-relationships which exist among the constituent elements of music which we have explored in preceding programs.

RELATED AIDS:

SONGS

Big Brown Partridge—*New High Road of Song 1, 2, 3* (a song on 3 notes)

Paul's Animals—*Songtime 3*

Lukey's Boat—*Canadian Folk Song. Songtime 4*

24. *May 1* . . . DANCE — Spring

This final dance broadcast will use the vocabulary of movement built up during the year to enact the drama of spring.

Some suggestions for other dance dramas:

The Toy Shop
Fireworks
Puppets
Seasons
Indians

25. *May 8* . . . LANGUAGE

This program will be designed to end the series.

FOR HEIGHTENED IMPACT!

Before the broadcast the children should be arranged informally around the radio. A radio rather than the school public address system is more effective with young children.

During the broadcast allow the children to react naturally and spontaneously without disturbing others.

LANGUAGE

It is most important that the teacher and her children set worthwhile listening goals. These will vary with the program and the interests of the group involved. This may be done:

1. By developing one of the main concepts of the broadcast—adventure, surprise, secrets, riddles or disappointment.
2. By suggesting and discussing similar or contrasting experiences from the children's own environment which can be related and compared to the one being broadcast.

3. By speculating regarding the outcome and listening to see if it happens that way.
4. By providing sensory experiences which appear to be vital parts of the broadcast—unusual sights, sounds, tastes and feelings.
5. By using role-playing to explore in advance "problems" which might emerge in the broadcast.

Class interests and reactions to the listening experience will determine the most effective follow-up activities.

Language activities may include:

1. Dramatic play which re-creates episodes from the broadcast.
2. Reports featuring the actual happenings in the broadcast, resulting in charts and other simple records—(sequence chiefly).
3. Conversation and discussion, including not only the experiences but the children's attitudes and responses to them.
4. Re-creating and extending the experiences:
   (a) through songs and poems—provided by the teacher and composed by the children.
   (b) through the learning of new words for old concepts.
   (c) through expanding parts of the experience into "word pictures" of their own.
   (d) through language games—
   —"What I would do if I were . . ."
   —"What I wish I were in the grown-up world . . ."
   —"Be and Tell" (a guessing game in which the child imagines himself to be a thing and has the others guess by telling what he is doing).
   (e) through handwork activities (painting, making puppets, working with clay).

MUSIC

A music centre can be a bright spot in the classroom where instruments are readily available for the children's use, with percussion instruments in one group and melody instruments in another. Instruments may also be hung from a peg board. A large wall tablet of music staff paper could be used for the notation of original tunes.

Children can use instruments to explore musical sounds, to accompany songs and to develop creative dance ideas. They will enjoy making inexpensive substitutes for manufactured instruments.

1. jingle clogs —coins or pins in a box or cough candy tin
2. triangle and clapper —metal cookie cutter (with wooden knob) struck by silver spoon
3. sleigh bells or cluster of wrist bells —bracelets that jingle or collection of little Christmas bells on a ribbon
4. tambourine —pop bottle tops in clusters fastened between foil pie plates
5. maracas —a) boxes with beans or fine gravel to use as shakers
   b) art classes use papier mache coating old electric light bulb, allowing it to dry thoroughly. Then it is tapped to break bulb inside into glass particles which rattle.
6. wood block —home made wooden block tapped with wooden stick
7. cymbal and soft mallet —a) layer cake tin struck with padded spoon. Fasten string or tape through the little handle (that loosens the cake)
   b) saucepan lid struck with large padded cooking spoon
8. drum —very large biscuit tin or coffee tin with plastic tops for bongos; pablum box or other large strong box with rubber stretched over ends like a tom-tom.
9. sandblocks —coarse sand paper fastened to small wooden blocks
10. finger cymbals —small dinner bell, struck with spoon

11. little xylo or glockenspiel —water glasses tuned to a scale pattern by adding water at various levels, using spoon to tinkle.

For additional ideas see *Music, Movement and Mime for Children,* Gray and Percival (Oxford University Press) Chapter 5.

RELATED AIDS:

BOOKS

Teaching Music in Canadian Schools, Russel (Holt, Rinehart and Winston)
Music in General Education and Experiments in Musical Creativity—
Music Educators' National Conference, 1201 Sixteenth St. N.W.,
Washington, D.C. 20036

RECORDS

Adventures in Music—Record Library for Elementary Schools
Bowmar Orchestral Library—House of Grant

DANCE

The role of the teacher during each presentation is vitally important. From her will come the encouragement the children need to think and work independently. She can assist them by:

1. Observing the class closely.
2. Noting original movement ideas.
3. Commenting on these to the class.
4. Assisting the children in the development of their ideas.
   Some suitable comments might be:
   "See how Susie is twisted up."
   "Make your spiky shape jerk across the floor."
   "Stretch higher in the air!"
   "John and Jack are running very lightly."
5. Observing the feeling use of language in dance direction.
   Because young children's expression is rooted in movement, the poetic care specifically lavished on its direction unconsciously moulds word sensitivity as the body quite literally "dances" language.
6. Providing frequent opportunity between broadcasts for the children to create their own dances using available instruments or instruments they have made themselves.

FILMS

PE-91 – *Movement Speaks*

PE-73 – *Dance Your Own Way*

T -86 – *Music and Movement*

BOOKS

Movement Education for Infants, (London County Council)

Music, Movement and Mime for Children, Gray and Percival (Oxford University Press)

Modern Dance in Education, Joan Russell (MacDonald and Evans)

Dance in the Primary School, Joan Russell (MacDonald and Evans)

RECORDS

Adventures in Music Grade 1 – RCA Victor

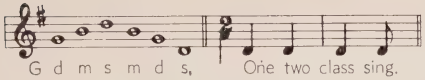
Adventures in Music Grade 2 – RCA Victor

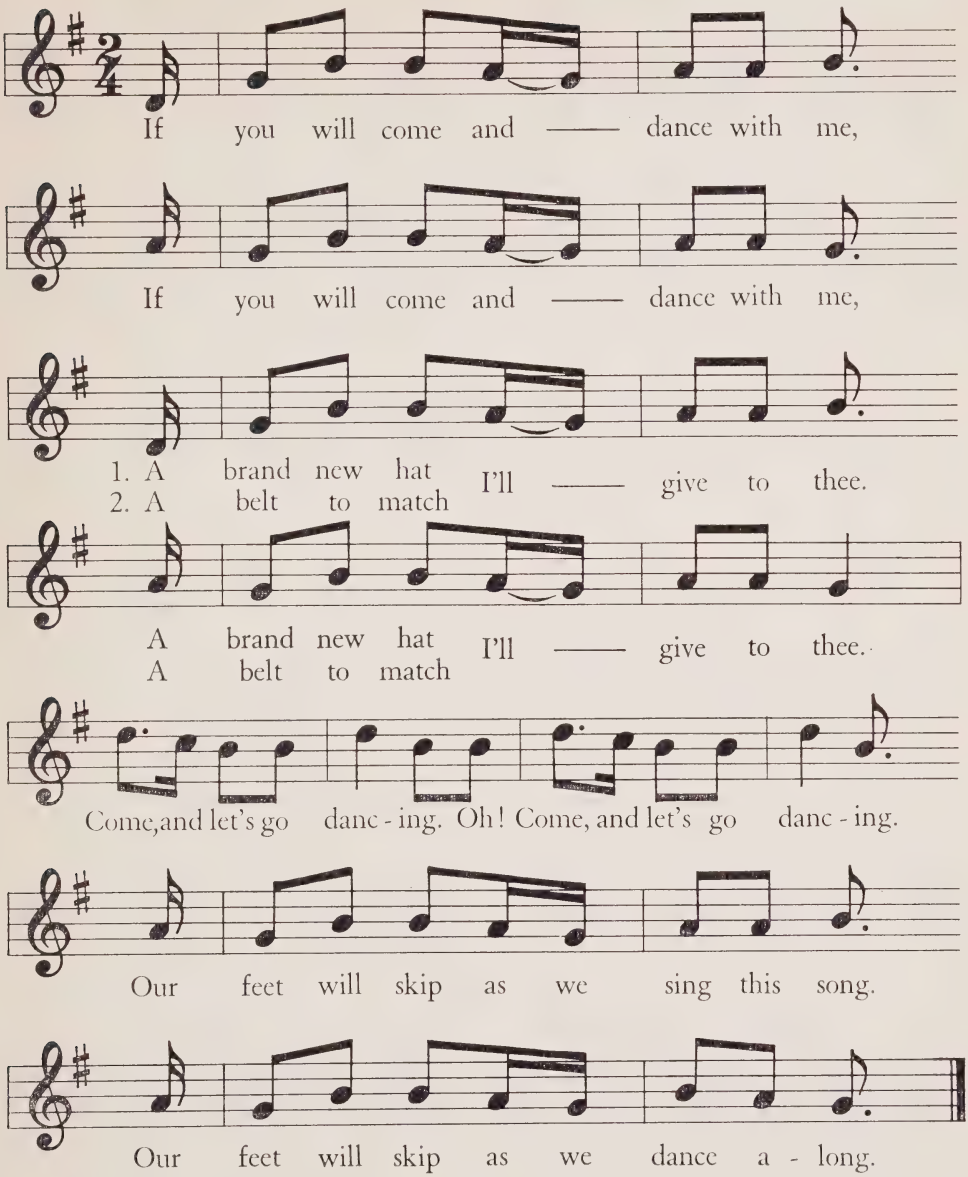
Adventures in Music Grade 3 – RCA Victor

Listen and Move (record series) – Laban (MacDonald and Evans)

Music for Children – Carl Orff and Gunild Keetman (Angel Records)

Come A-Dancing



WORDS ADAPTED BY LANSING MacDOWELL
FRENCH-CANADIAN SONG

If you will come and —— dance with me,
If you will come and —— dance with me,
1. A brand new hat I'll —— give to thee.
2. A belt to match
A brand new hat I'll —— give to thee.
A belt to match
Come, and let's go danc - ing. Oh! Come, and let's go danc - ing.
Our feet will skip as we sing this song.
Our feet will skip as we dance a - long.

3. A fine new coat

4. A kiss or two

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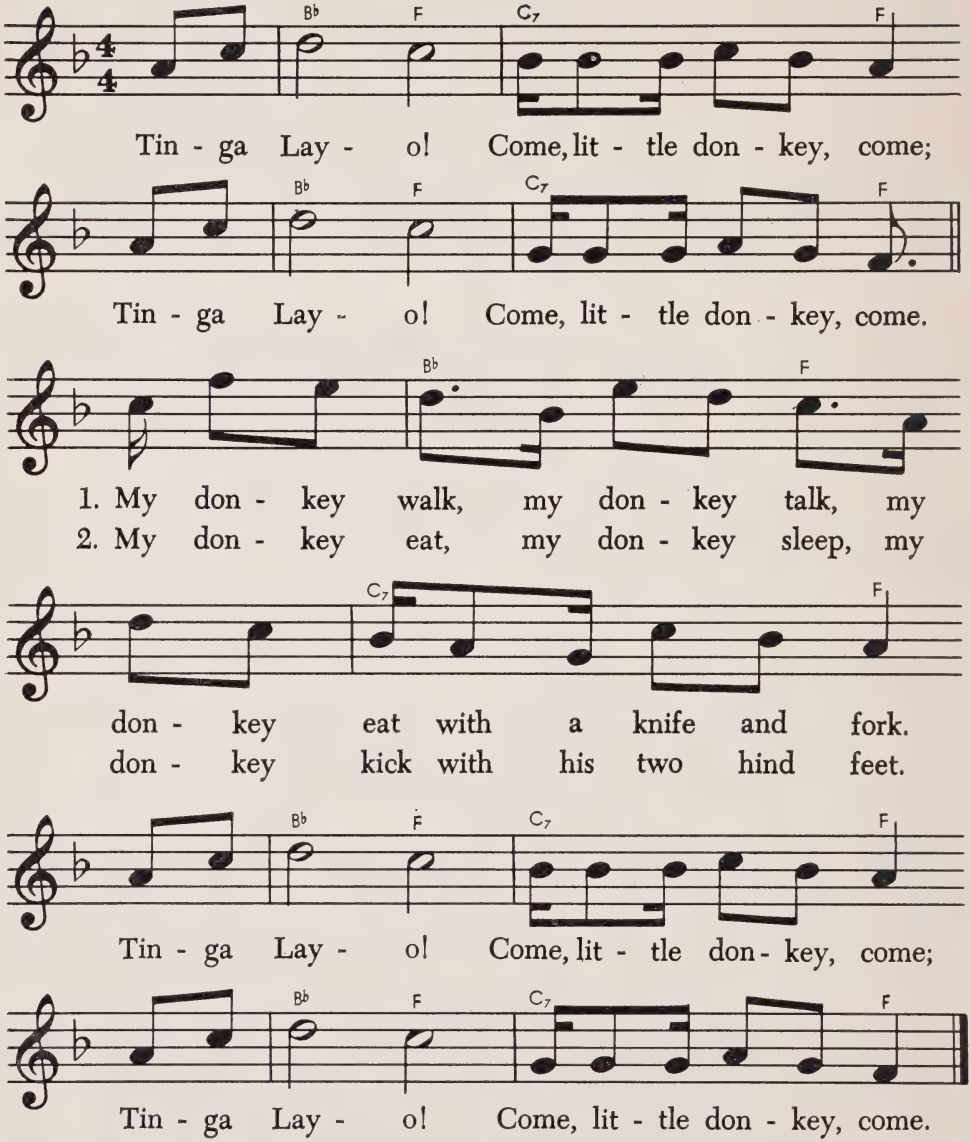
Tinga Layo

CALYPSO SONG FROM THE WEST INDIES

B♭ F C7 F
Tin - ga Lay - o! Come, lit - tle don - key, come;
B♭ F C7 F
Tin - ga Lay - o! Come, lit - tle don - key, come.
B♭ F
1. My don - key walk, my don - key talk, my
2. My don - key eat, my don - key sleep, my
C7 F
don - key eat with a knife and fork.
don - key kick with his two hind feet.
B♭ F C7 F
Tin - ga Lay - o! Come, lit - tle don - key, come;
B♭ F C7 F
Tin - ga Lay - o! Come, lit - tle don - key, come.

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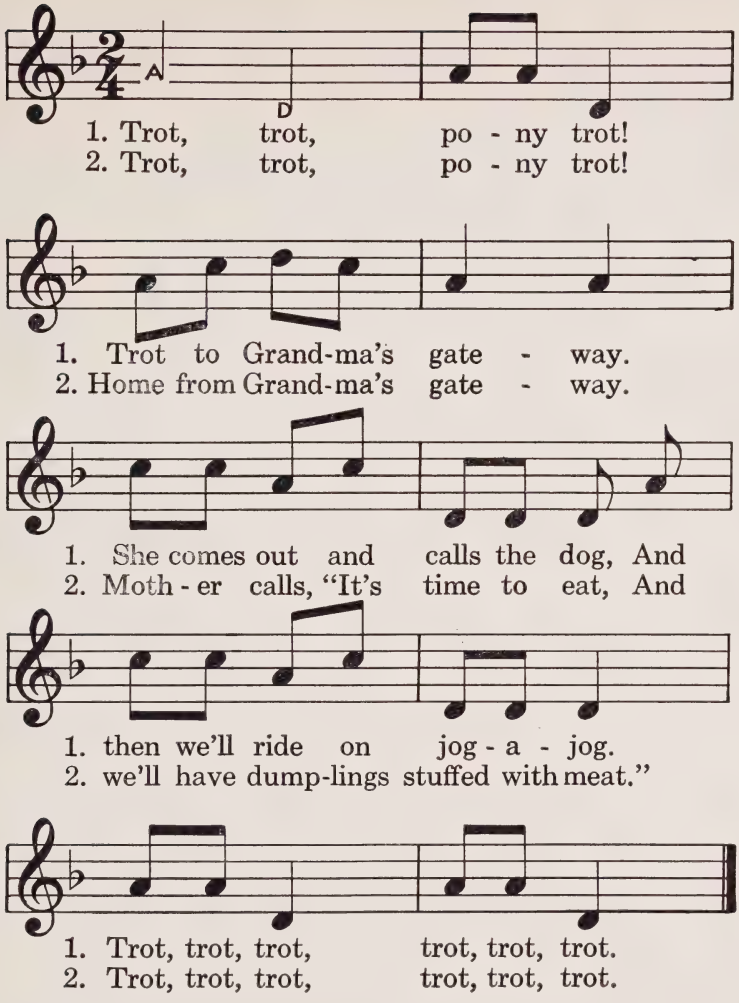
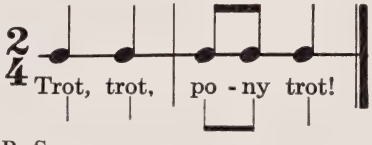
Pony Trot

FOLK TUNE FROM CHINA
WORDS BY MARYETTE LUM
AND BERTA METZGAR

A
D
1. Trot, trot, po - ny trot!
2. Trot, trot, po - ny trot!
1. Trot to Grand-ma's gate - way.
2. Home from Grand-ma's gate - way.
1. She comes out and calls the dog, And
2. Moth - er calls, "It's time to eat, And
1. then we'll ride on jog - a - jog.
2. we'll have dump-lings stuffed with meat."
1. Trot, trot, trot, trot, trot, trot.
2. Trot, trot, trot, trot, trot, trot.

Throughout the song:
Autoharp plays D minor chord;
Bells play A and D.

With wood blocks, cymbals,
or sticks, play word-sounds.



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Hear the Little Bird

(Entendez-vous sur l'ormeau)

ENGLISH WORDS BY EDITH FOWKE
FRENCH FOLK SONG
A ROUND

1

Hear the lit - tle bird so ___ free
En - ten - dez - vous sur l'or - meau

2

Sing - ing in the
Chan - ter le pe -

old elm ___ tree.
tit oi - seau?

3

Tra la la la la la, la la la la la,
Tra la la la la la, la la la la la,

4

Tra la la, tra la la.
Tra la la, tra la la.

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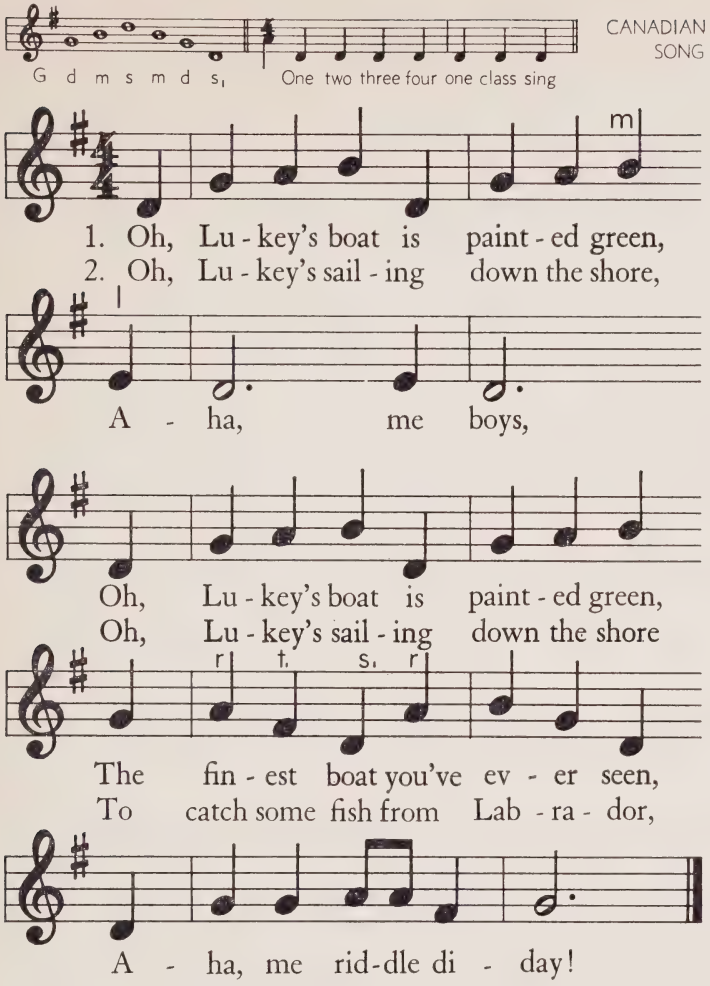
Lukey's Boat

Reading Song

CANADIAN SONG
G d m s m d s, One two three four one class sing
1. Oh, Lu - key's boat is paint - ed green,
2. Oh, Lu - key's sail - ing down the shore,
A - ha, me boys,
Oh, Lu - key's boat is paint - ed green,
Oh, Lu - key's sail - ing down the shore
The fin - est boat you've ev - er seen,
To catch some fish from Lab - ra - dor,
A - ha, me rid-dle di - day!

3. Oh, Lukey's boat has cotton sails. . . .
   And planks put down with galvanized nails. . . .

4. Oh, Lukey's rolling out his grub . . .
   A barrel, a bag, a ten pound tub. . . .

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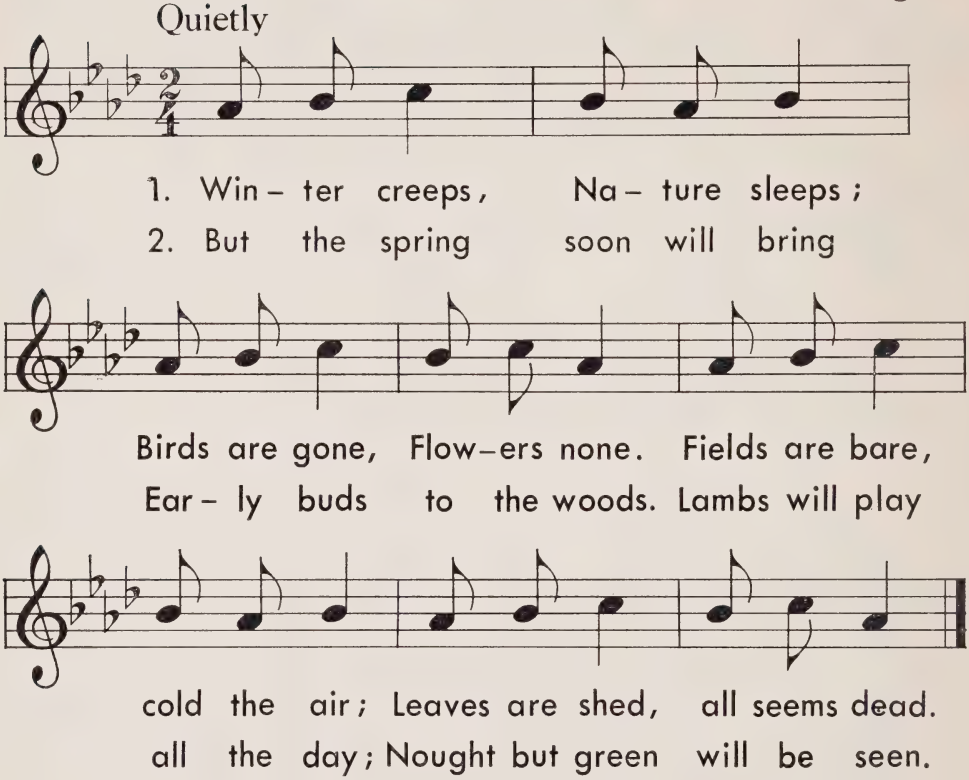
Winter

READING SONG Welsh Folk Song


Quietly
1. Win – ter creeps, Na – ture sleeps;
2. But the spring soon will bring
Birds are gone, Flow–ers none. Fields are bare,
Ear – ly buds to the woods. Lambs will play
cold the air; Leaves are shed, all seems dead.
all the day; Nought but green will be seen.

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Primary Stories

PRIMARY DIVISION (Kindergarten - Grade 3)

WEDNESDAYS, 2:03 – 2:15 P.M.

"First impressions of pictures, rhymes and stories are both enduring and elusive . . . Here, to my mind, is the normal beginning of any true appreciation of art and of that folk feeling for other countries which fires the imagination. No country will ever seem entirely strange whose picture books have been familiar to us from childhood: Caldecott, Greenaway, Leslie Brooke, Boutet de Monvel, Walter Crane—best possible fortification against the vulgarity, the materialistic conceptions and cheap fancy which characterize many of the popular books for little children.

"Fine picture books exert a far more subtle influence in the formation of reading tastes and habits than it is possible to estimate, for their integrity is unshakeable."

—Anne Carrol Moore, in *The Three Owls*

The aims of the broadcasts in this series are:

1. To introduce children to experiences in the book world that will stimulate the imagination and broaden the limited horizon of their everyday world.
2. To help children find fun in books.
3. To develop a love for reading and literature.

1. *October 19* . . . THE FLEA, from *PICTURE TALES FROM SPAIN,* Virginia Haviland (J. B. Lippincott)

   When a king of Spain was being dressed by his Chamberlain a flea jumped out of his lace collar. The king thought it must be a royal flea so he named it Felipa and made a riddle about it to help him find a husband for his daughter.

   Felipa was put into a cage and fed the best of food. Soon she was the size of a rat, then a cat and finally a calf. The king ordered the flea killed and her skin stretched to make a tambourine for his daughter to play while she danced before her royal suitors. The one who guessed the kind of skin on the tambourine would have the girl for his bride. Many noblemen came but each said the tambourine was made from a sheep or goatskin and only a very poor shepherd boy recognized it. Would he be the royal husband?

2. *October 26* . . . SPACE WITCH, Don Freeman (Macmillan)

Tilly Ipswitch wanted to do something exciting on Hallowe'en. She had been reading a book about space travel so she asked Kit, her cat, to spend Hallowe'en with her, frightening people on other planets. Tilly made a space ship called Zoom Broom, filled it up with jet-black magic and coaxed Kit to join her. The count-down began: Fee, five, four, three, two, one, zero and they were off!

3. *November 2* . . . A POCKETFUL OF CRICKET, Rebecca Caudill (Holt, Rinehart & Winston)

Six-year-old Jay with his pet cricket in his pocket went by bus on his first day to school. Above the children's voices could be heard "Chee Chee, Chee Chee". In the classroom the teacher heard the same sound clear as a bell. When she asked Jay to put the cricket outdoors she knew from his expression that Cheechee was a very special one and Jay's link with home. How she handles this situation at the moment makes the experience a happy one for everybody.

4. *November 9* . . . THE BEARS ON HEMLOCK MOUNTAIN, Alice Dalgliesh (Scribners)

Eight-year-old Jonathan lived at the foot of Hemlock Mountain. When his twenty uncles, aunts and cousins were coming for supper Mother sent Jonathan to Aunt Emma's to borrow her big black iron pot to make a stew. Grown-ups said there were no bears on the mountain so Jonathan went merrily along saying to himself: "There are no bears on Hemlock Mountain. There are no bears on Hemlock Mountain"—but Jonathan found out differently.

5. *November 16* . . .THE RICH MAN AND THE SHOE-MAKER, La Fontaine (Oxford) — Illustrated by Brian Wildsmith

All day long the poor old shoemaker sang as he worked. The children watched and listened through the low window. The rich man who lived next door, counted his money all night and wanted to sleep in the daytime, but the shoemaker's songs disturbed him. The rich man had a plan.

6. *November 23* . . . FLAT STANLEY, Jeff Brown (Harper & Row)

When an enormous bulletin board fell on Stanley Lambchop as he lay in bed he emerged as flat as a pancake and one half an inch thick.

Both Stanley and his parents came to enjoy his new shape for he could be lowered through sidewalk gratings, sent by mail, rolled up like wallpaper and even disguised as a picture in a frame to help catch the art thieves in the museum.

RELATED ACTIVITIES:

Early in September purchase or borrow from the school or public library copies of the titles to be presented on the broadcasts. If some preparation seems necessary for full enjoyment of the program, read part or all of the story aloud to the class.

Following each broadcast it is hoped that imaginations will be stimulated to express in picture, verse, song, prose, drama or discussion personal responses related to the program.

RELATED AIDS:

FILMS

E- 76 – *Puss in Boots*

E- 32 – *Rumpelstiltskin*

E-118 – *Shoemaker and the Elves*

E- 51 – *Three Fox Fables*

E- 64 – *Three Little Pigs*

E-101 – *Thumbelina*

E- 46 – *Ugly Duckling*

NON-PROJECTED

OTHER BOOKS BY THE SAME AUTHORS:

Favorite Fairy Tales Told in England, Virginia Haviland

Favorite Fairy Tales Told in France, Virginia Haviland

Favorite Fairy Tales Told in Germany, Virginia Haviland

Come Again, Pelican, Don Freeman

Dandelion, Don Freeman

Fly High, Fly Low, Don Freeman

The Best-Loved Doll, Rebecca Caudill

Adam and the Golden Cock, Alice Dalgliesh

The Courage of Sarah Noble, Alice Dalgliesh

The Thanksgiving Story, Alice Dalgliesh

FAIRY TALES

The Emperor's New Clothes, Hans Christian Andersen
The Emperor and the Nightingale, Hans Christian Andersen
The Steadfast Tin Soldier, Hans Christian Andersen
Nibble Nibble Mousekin, Joan Walsh Anglund
The Golden Goose Book, L. Leslie Brooke
The Three Little Pigs and Tom Thumb, L. Leslie Brooke
Dick Whittington and His Cat, Marcia Brown
Stone Soup, Marcia Brown
The Tiger, The Brahman, and the Jackal, Mamoru Funai
Hansel and Gretel, Grimm
The Seven Ravens, Grimm
The Shoemaker and the Elves, Grimm
The Ten Minute Story Book, Kathleen Lines
The Three Sillies, Margot Zemach

Creative Language

PRIMARY AND JUNIOR DIVISIONS (GRADES 3-4)

THURSDAYS, 2:15-2:30 P.M.

"ROUND AT THE BACK DOOR"

When you are eight or nine years old, where is the action? Where is the adventure? Why, "Round at the back door!" This is where many exciting plans are made and shared. Communication is vital.

This series invites your pupils to participate in the experiences of some girls and boys "Round at the back door." It is intended through these experiences to stimulate children to creative expression, both oral and written.

"Round at the Back Door" will encourage children to become more aware of themselves and their relation to their environment. It will broaden their outlook and interests and kindle their imagination. It will help them realize that language is a vehicle of communication through which they can share personal experiences, express feelings and convey their own ideas, as well as pass on information and influence others.

At the back door, language is fun!

1. *October 20* . . . ON THE AIR!

   A club of neighbourhood children use a small tape recorder to create their own radio station. This new device intrigues them. They experiment with it by inventing commercials, news stories and phantasy.

2. *October 27* . . . TO-DAY'S MOON

   The children are fascinated by the moon seen in the afternoon sky. This touches off further speculation about planets, unidentified flying objects and space adventure—some real and some not so real.

3. *November 3* . . . WHAT HAPPENED THEN?

   Tim finds a stone with fossil markings and the children search the Ten-mile Creek for more. This exploration leads them to wonder about earth's beginnings and prehistoric life.

4. *November 10* . . . A MATTER OF LIFE AND DEATH

   Christine's cat gives birth to kittens and one dies. The children ponder mortality. They turn from that to talk about love and care of all their pets.

5. *November 17* . . . THE JAPANESE KITE

   It's a fresh, windy day and Michi brings a carp kite to the club. The children go out into the open to fly it. How do people cope with the elements?

6. *November 24* . . . IT'S IN THE NEWS!

   Poor weather keeps the children indoors. They find a typewriter and use it to make up a newspaper. It features their own poems, stories and news flashes.

7. *December 1* . . . INSTANT THEATRE!

   Becky brings a Chinese actor-doll with changeable face masks. Acting with this doll stimulates the children to spontaneous dramatic play of their own experiences.

8. *December 8* . . . HOW DEEP IS THE SEA?

   The children have an enormous star-fish brought to them from the South. Examining it leads them to thoughts of the sea, of the sky and of the feeling of depth and space in the world.

9. *December 15* . . . WE'RE HAVING A PARTY!

This is a time for group feeling and expression of tradition. The children decide to have a party.

10. *January 5* . . . AN IGLOO IS AN IGLOO ETC. . . .

It is a bright snowy day and the children try to build an authentic igloo! They find they can't because the snow conditions are not just right. So they build what the conditions permit and talk about the ways that various conditions must affect the lives of people in other climates.

11. *January 12* . . . IT'S YOUR TURN

The children return to their radio station and their newspaper using some of the material the "listening children" have sent in.

BEFORE THE BROADCAST

The teacher must insure good listening conditions by arranging informal seating, adjusting radio volume and minimizing outside distraction.

DURING THE BROADCAST

It is suggested that the teacher permit the pupils to react spontaneously to the radio characters, as long as they are not disturbing others listening to the program.

AFTER THE BROADCAST AND THROUGH THE WEEK

The teacher can provide plenty of opportunity for the girls and boys to explore ideas generated by the broadcast and to share their ideas with their classmates. The children could be encouraged to suggest their own follow-up activities and to implement them. The teacher should integrate these experiences and ideas into her program.

Other language activities children can pursue are:

- conversation and discussion
- reading and writing poetry
- reading and writing stories
- writing and singing songs
- creative painting
- creative dramatics
- handiwork activities
- puppets
- tape recording and typing
- vocabulary building
- reading books on related topics
- research and reporting
- character study
- field trips

Christmas In Nova Scotia

FRIDAY, DECEMBER 23

2:03 – 2:30 P.M.

The annual program of special Christmas music comes from Sydney, Nova Scotia with a choir of approximately twenty-four Grades 8 and 9 girls selected from Park and Woodill Junior High Schools. The choir will be directed by Mrs. Mae Cameron, Supervisor of Music in the Sydney schools. The piano accompanist will be Mrs. Jean Taylor, also of the school music staff.

The program will include:

Joy to the World (2 parts and descant).
Rise Up Shepherd, an' Foller (2 parts) – American Spiritual, arr. Ruth Heller.
Sing We Noel (2 parts) – French, arr. Richard Warner.
The Sleep of the Child Jesus (3 parts) – French Traditional.
Away in a Manger (2 parts) – arr. Geehl.
Hasten Swiftly (5 parts) – Slovakian, arr. Kountz and others.

Let's Join In

PRIMARY DIVISION (Kindergarten – Grade 3)

WEDNESDAY, 2:15 – 2:30 P.M

This series of programs from the British Broadcasting Corporation is presented with the five-to-eight-year-old in mind. While its aim is primarily to stimulate and capture the imagination of children in this age group, it is meant to entertain as well. Individual children will, of course, react spontaneously in different ways. Their response to the invitation to "join in" might be purely imaginative, without any physical activity.

1. *January 18* . . . FOXES EAT LEAVES
(A Story by Ruth Ainsworth)

Cully, a young and handsome, but rather foolish, white drake, was sitting on his favourite stone by the river one day, guarding a flock of ducks, when he was surprised by a soft, husky voice coming from the tall grasses. The hidden stranger praised his beauty and begged the drake to meet him that night. The voice went on to dispel his fears of encountering a fox in the dark by assuring him that foxes only eat

"leaves and things like that". Lulled into a false sense of security, Cully agreed to meet the mysterious stranger in the moonlight.

2. *January 25* . . . THE CAT, THE OWL AND THE SCOTTIE DOG (A Tale by Jane Shaw)

Pusska, a little white kitten, and Blanco, a very clever owl who wrote poetry, lived together in a tiny cottage they had discovered on the coast of Scotland. But as neither could cook, Blanco went off in search of help and eventually returned with Wullie, a Scottie dog. He turned out to be a fine cook and housekeeper, but got rather tired of doing all the work himself. To induce the other two to help in the house and kitchen was quite a problem and Wullie was still seeking a solution when, one night, a wolf paid them a surprise visit.

3. *February 1* . . . MR. AND MRS. SUGARLOAF (A Tale by Eileen Eastwood)

Mr. and Mrs. Sugarloaf, a tiny couple no bigger than one's finger, are upset because they have nowhere to live. They decide to build their own house; in fact they build three, but each one is in turn destroyed. The old couple despair of ever having a home of their own, until Mr. Squirrel offers them some good advice.

4. *February 8* . . . THE ROADMENDER WHO WANTED TO BE IMPORTANT (A Story from Japan)

Once there was a poor Roadmender who lived in Japan; and secretly he longed to be important. But, whatever the weather was like—scorching hot sun, pouring rain, or howling wind—he had to work and work all day long, breaking stones to fill up holes in the road. "Oh, if only I were rich, with plenty to eat and money to spend!" he used to sigh. One day, as the Roadmender was grumbling to himself like this, the Pigwiggen (that is a special kind of Japanese fairy) heard him and decided to grant him six wishes.

5. *February 15* . . . THE SLEEPING BEAUTY (The Traditional Tale)

A long, long time ago a rich King lived with his Queen in a magnificent palace; and when a baby Princess was born to them they loved her more than all their silver and gold, indeed, more than anything else in the world. When the baby was christened, seven fairies were invited to be godmothers to her. Each one brought a special gift to the baby

Princess. Six of the fairies had already given theirs when there was a clap of thunder and in the middle of the banqueting hall appeared an old fairy dressed in black from head to foot. Angrily she asked why she had not been invited; but without waiting for an answer the wicked fairy walked towards the baby and announced " . . . as my gift is the last it can never be undone. When the Princess is sixteen years old, she will prick her finger on a spindle—and she will die!"

6. *February 22* . . . THE PIED PIPER
(Adapted by Biddy Baxter)

Once upon a time, long, long ago in the town of Hamelin in the state of Brunswick, the people were suddenly plagued with rats. There were rats in the pantry, rats in the bedrooms, under the blankets, chewing the cheese, gnawing the ham, nibbling the bacon and stealing the jam. And the trouble was to find someone to rid the town of them. The dogs were no good; they were chased away. As for the cats, the rats just laughed at them. Then, in the middle of all this hullabaloo there appeared a man, playing on a pipe and drum. Dressed in a cloak of many colours, the stranger offered, by playing on his pipe, to rid the town of its rats. In return the Mayor promised to reward him with one hundred gold pieces. The Piper, playing a special tune, lured the rats away—out of the houses and down the street, until they came to the river. One after another they plunged into the swirling water and soon there was not one rat to be seen. Back to the town went the Piper and asked for his reward—but the Mayor refused to keep his promise!

RELATED ACTIVITIES:

Before the broadcast, the teacher could prepare the pupils for listening by outlining the plot of each story. These programs could lead to creative story-telling, play acting and art.

JUNIOR DIVISION

Time For Books

JUNIOR DIVISION (GRADES 4 - 6)

WEDNESDAYS, 2:15 – 2:30 P.M.

The six books which are presented in this series were chosen to develop enjoyment, understanding and appreciation of a wide range of children's literature. Content, style and setting vary sufficiently to accommodate individual tastes. Just enough of the plot is dramatized to encourage the listener to discover further the pleasure of reading.

1. *October 19 . . .* THE ENORMOUS EGG, Oliver Butterworth (Little)

   A pumpkin-sized egg under Esmerelda, Nate Twitchell's hen, finally hatches into a dinosaur! Dr. Zeimer, a paleontologist, predicts that the whole world will beat a path to this small town. Indeed it does! So much so that Nate and the dinosaur, who has an insatiable appetite, travel to Washington where they have many exciting adventures.

2. *October 26 . . .* BLUE WILLOW, Doris Gates (Scholastic Book Services)

   Janey Larkin's only possession, a blue willow plate, paid the doctor, the rent and gave her courage. We feel, as we read, that we share her experiences at the fair, the school and the sheep-shearing contest. We dislike Bounce Reyburn and his meanness just as much as Janey does. This is the heart-warming story of Janey whose lonely life becomes a life brimming over with happiness.

3. *November 2 . . .* THE YOUNG BRAHMS, Sybil Deucher (E. P. Dutton and Co.)

   This biography closes when Johannes Brahms is, at fifteen, an accomplished composer, teacher and pianist. It begins in Hamburg where Johannes dutifully obeys his father, an irresponsible, penniless musician, who keeps him playing nightly at taverns. However, Johannes' love of fine music is recognized and success results. Several of his best-known compositions are included in this book.

4. *November 9* . . . MADELEINE TAKES COMMAND, Ethel C. Brill (McGraw-Hill)

   Fourteen-year-old Madeleine de Verchères was left in command of their home fort while her father served under General Frontenac in Quebec and her mother was in Montreal on business. When the Iroquois appeared she courageously and strategically commanded a garrison of only seven people in the successful defence of their fort.

5. *November 16* . . . DANNY DUNN AND THE HEAT RAY, Jay Williams and Raymond Abrashkin (Whittlesey House)

   Danny Dunn humourously rescues Glenway Pippit, a millionaire rocket manufacturer, who has come to Midston to see Professor Bullfinch's latest invention. The University hopes that the millionaire will contribute a research centre but Mr. Pippit impatiently calls the heat ray "harebrained" and useless. Danny feels challenged to sell him on its usefulness.

6. *November 23* . . . THE HOUSE OF SIXTY FATHERS, Meindert DeJong (Harper and Brothers)

   Tien Pao's sampan is accidentally set loose while his family is away at work. He drifts back into occupied China where he faces hunger, fear and loneliness. His only companion in his trek back over the mountains is his pet pig. His friend the airman, the guerillas and sixty soldiers help him to find his family.

RELATED ACTIVITIES:

1. See that the books are available.
2. Display each one attractively several days before the broadcast.
3. Create an anticipation for the broadcast by discussing the title and illustrations on the dust jacket—"What do I think may happen?"
4. Immediately after the broadcast discuss the merits of the dramatization—"How did the play make me feel?"
5. Predict what may happen next.
6. Arrange to loan the book and keep it in circulation.
7. Have children present a book report by writing and acting another episode, doing art work or reading the most exciting part.
8. Do some research on setting and on the author.
9. When several have read the book, have a group discussion on the characters, setting, plot and style.
10. Read other books by the same author.

RELATED AIDS:

FILMS

E - 112 – *You and Your Library*
SS-628 – *People of Norway*
SS-424 – *Colonial Family of New France*
SS-458 – *The Dinosaur Age*
MU-51 – *Brahms and His Music*

FILMSTRIPS

Frontenac – N.F.B.
Seigneurs and Seigneuries – N.F.B.
The Habitants – N.F.B.
The Story of New France – N.F.B.

NON-PROJECTED

BOOKS

The Wheel on the School, Meindert DeJong
Danny Dunn and the Fossil Cave, Jay Williams and Raymond Abrashkin
Snowbound in Hidden Valley, Holly Wilson
Stephen Foster and His Little Dog Tray, Opal Wheeler

BOOKLETS

Boston Symphony Orchestra, Symphony Hall, Boston 15, Massachusetts.

RECORDS

North American Indian Songs – Bowmar 1-S-1

Current Events

JUNIOR AND INTERMEDIATE DIVISIONS
(GRADES 6-8)
THURSDAYS, 2:03 – 2:15 P.M.

These weekly broadcasts of fifteen minutes duration are presented to inform and interest pupils in provincial, national and world-wide current news items and events. The broadcasts are also aimed to help teachers with their lessons in this subject-field. Each week the news items are carefully selected and are presented in a manner that is within the interest and experience of the young listener. Furthermore, the programs are structured to stimulate the pupils to become more aware of current events and to be sufficiently informed in order to promote intelligent and informed class discussion.

Five to six news items are described and reviewed in each weekly program. When possible, interviews or recorded speeches pertaining to the news items under study are included in the broadcasts.

In order to gain the best results from this broadcast series, pupils should be encouraged to prepare news scrapbooks as will be suggested from time to time during the broadcasts. It would also be useful if each pupil had an atlas available for reference purposes during the broadcast period. Labelled markers inserted at each of the principal atlas maps might be helpful for pupils to find the required maps more easily. A large wall map of the world should also be placed in a prominent position in the classroom and pupils might be delegated to mark with stickers or pin flags, the places mentioned in the broadcast. By the constant use of this simple procedure, the pupils will become familiar with world maps and be able to relate the major news topics to geographical locations and thereby gain a better understanding of events in relation to place.

RELATED AIDS:

NON-PROJECTED

One or more of the periodicals listed below might prove useful to teachers of Current Events.

(a) *World Review for Canadian Schools*
United Nations Association of Canada,
National Office,
329 Bloor Street West,
Toronto 5, Ontario.

(b) *World Affairs*
World Affairs Press Limited,
705 Yonge Street,
Toronto, Ontario.

(c) *The United Nations in Action*
Journal of the United Nations Association in Canada,
329 Bloor Street West,
Toronto 5, Ontario.

This Is Canada

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

FRIDAYS, 2:03 – 2:30 P.M.

This series of 10 twenty-seven minute programs will attempt to present a lively, interesting picture of Canada to-day. The purpose of the series is to

enhance the student's appreciation and broaden his knowledge of the country in which he lives. Each separate program will deal with one of the ten provinces of Canada and will include material that will relate it to the other programs to provide an element of unity for the series. Both selection of content and mode of presentation will be determined with a view to evoking a greater interest in, and a fuller understanding of, life in a particular province and its citizens.

The programs will include some factual material, dealing with such factors as climate, natural resources, vegetation, geology, geography, industry and agriculture — although not all of these will be included in every program. However, whatever contributes to the distinguishing characteristics of life in a particular province will be presented. Such material will not be given a *touristic* or *pedantic* treatment, but will be presented 'impressionistically' to create the illusion of *being there* and convey a *feeling of life* in the particular province being dealt with. In this connection, the special resources of the radio medium will be exploited with maximum effectiveness such as the 'on-the-spot' taping to bring into the classroom such sounds as the rustling of the waving wheat on the prairies or the crackling of snow at 30 degrees below zero.

Similarly, when treating the sociological aspects of life in a province, a documentary approach will be used as extensively as possible. On-the-spot interviews with inhabitants will bring the colour of local speech into the classroom and provide first-hand accounts of the role of ethnic groups, characteristic activities and occupations and typical interests, including a survey of the cultural life of the province.

Interviews with children of the same age group as that for which the series is intended will constitute one of the most appealing features of the series.

Although the accent of the series will be on the contemporary, historical references will be brought in whenever these contribute to documenting the processes that have helped to shape the province into what it is to-day.

1. *October 21* . . . . QUEBEC
2. *October 28* . . . . NOVA SCOTIA
3. *November 4* . . . ALBERTA
4. *November 18* . . . BRITISH COLUMBIA
5. *November 25* . . . ONTARIO

6. *December 2* . . . PRINCE EDWARD ISLAND
7. *December 9* . . . MANITOBA
8. *December 16* . . . NEW BRUNSWICK
9. *January 6* . . . . SASKATCHEWAN
10. *January 13* . . . . NEWFOUNDLAND

RELATED AIDS:

FILMS

SS-304 – *Physical Regions of Canada*
SS-634 – *Trans-Canada Journey*
SS-493 – *Portrait of Canada*
SS-599 – *History of the Canadian Flag and Coats of Arms*
SS-441 – *The Atlantic Region*
SS-559 – *My Island Home*
SS-626 – *Nova Scotia Saga*
SS-181 – *Newfoundland, Sentinel of the Atlantic*
SS-212 – *Historic Highway* (Lower Canada)
SS-213 – *Historic Highway* (Upper Canada)
SS-218 – *Land of Blue Water*
SS-209 – *Champlains of To-day*
SS-396 – *The Great Plains*
SS-513 – *Wheat Country*
SS-566 – *Rocky Mountains:* A Geographic Region
SS-485 – *Most Lovely Country* (British Columbia)
SS-480 – *Location Niagara*

Social Studies

JUNIOR DIVISION (GRADE 5)

WEDNESDAYS, 2:03 – 2:30 P.M.

This series of five programs on Africa, through documentary techniques and some dramatization, is intended to answer questions such as:

1. What is Africa?
2. What is it like?

3. Why are there so many differences from one region to another?
4. How has Africa developed from the early days of exploration?
5. What are some of the problems facing Africa to-day?

Due to the obvious limitations of time, this series has necessarily chosen to deal with five widely differing regions of this vast and relatively unknown continent.

The theme has been to discover and find, through projections in time and space, the enormous problems facing the emerging nations of Africa. There is a *de-emphasis* on the excitement and drama of individual exploration in favour of a shift toward the significance of their collective contributions and the resulting effects on the Africa of to-day.

Each broadcast in the series will deal with the important geographical concepts and the historical background including native cultures. Sound effects and music are used to good advantage to illustrate and stimulate the children's thinking. Considerable stress has been placed on the present day problems confronting the nations of Africa, the suggestion being that many of these problems might be the result of factors such as: topography, climate, culture and European exploitation.

These presentations are not intended to answer the questions which might arise in the children's minds, but rather to stimulate their interest and set the scene for further learning.

1. *November 30 . . .* THE NILE

   The region of the Nile Valley and more recently the Suez Canal has had a famous and often violent history. This program is designed to give the pupils an appreciation of some of the reasons for this background. Emphasis is placed on the fertility of the river valley as well as on the fact that Egypt is at "the crossroads of East and West". The question of "East versus West" as a possible reason for Egypt's present political position will be explored.

2. *December 7 . . .* WEST AFRICA

   Considerable attention will be given to the development of the slave trade in this part of Africa to the north and west of the Gulf of Guinea. This broadcast will discuss the exploitation by Europeans and the resulting divisions into numerous small colonies. The pros and cons for incentive to inland exploration will be developed. Also included will be some of the effects on North American culture which were brought about by the arrival of Africans in the United States and Canada.

3. *December 14* . . . ANGOLA AND THE CONGO

This program will be a study of two lands, one recently independent, the other still under European control. It is intended that the pupils develop an appreciation of the effect climate and natural resources have upon settlement and growth. Portuguese explorers such as Da Gama will be mentioned to illustrate the fact that early interest in Africa was incidental to finding a new route to India. Emphasis will be placed on the growing pains of the Congo.

4. *January 4* . . . SOUTH AFRICA

The historical background of this part of the continent will be discussed with the hope that it will help to explain the resulting conflicts and present day problems among the ethnic groups. The development into its present state as the most highly industrialized country of Africa will be emphasized. Other questions such as the racial conflict and the break with the Commonwealth will be mentioned. While these problems are presented, any detailed discussion and opinion are left as follow-up for the classroom.

5. *January 11* . . . RHODESIA

The historical link between the exploration and later development of this region of Africa will be presented. A possible parallel between the possessive attitude of the white settlers in this part of Africa and those of other parts of the world will be discussed. Such a comparison may be used to at least partially explain the recent events in Rhodesia. By means of this broadcast an attempt will be made to present an up-to-date account of the problems facing a potentially wealthy country in Africa.

RELATED ACTIVITIES:

It is important that the boys and girls formulate their own opinions and conclusions in follow-up classroom discussions. The programs themselves will present, in an interesting and stimulating manner, factual information and accounts. They are not intended to answer all the questions that children may have.

Pupils should have an atlas of their own as well as a large wall map in order that they may locate the region under discussion in each program.

RELATED AIDS:

FILMS	FILMSTRIPS
SS- 48 – *People of the Congo*	*Life Along the Nile* – E.B.

SS-551 – *Life in Ancient Egypt*
SS-280 – *Life in the Nile Valley*
SS-411 – *The Union of South Africa*
SS-462 – *Explorations of Prince Henry*
SS-636 – *West Africa:* Nigeria
Contrasts in Nigeria – E.B.
Life Along the Congo River – E.B.
The Bantu in South Africa – E.B.

Junior Music

JUNIOR DIVISION (GRADES 4-6)
WEDNESDAYS, 2:03 – 2:15 P.M.

SOUNDS IN TIME AND SPACE

Most children respond immediately and positively to rhythm, the basic element of music. They also know and love many tunes or melodies by the time they reach grades four, five and six. The other elements of music — harmony, colour, form and development — will be somewhat less a part of their conscious experience.

This year we have planned an "experience" approach to music in the series of six broadcasts. The children will be led on a musical exploration to find out what makes music tick and perhaps discover which elements give each different piece of music its special attraction. Through an "experience" script, the children will become involved in music they already know and in some new materials not heard before. They may wish to follow up the broadcast by further explorations in some of the songs suggested in the following song and book list. Some of these songs will be used on the broadcasts while reference will be made to others. All relate to the development of the theme for each "experience".

The song books to be used are:

Songtime IV, Songtime V and *Songtime VI* (Holt, Rinehart, Winston of Canada Ltd.) *Songs for To-day V* and *Songs for To-Day VI* (Waterloo Music Co. Ltd.)

1. *January 18 . . .* MELODY

All Night, All Day	Page 61	*Songtime* IV
Early One Morning	Page 35	*Songs for To-Day* VI
Blow, Ye Winds	Page 105	*Songtime* V
Hush, Little Baby	Page 72	*Songtime* V
Old King Cole	Page 14	*Songs for To-Day* V

2. *January 25* . . . HARMONY

Hungarian Round	Page 34	*Songs for To-Day* V
Inchworm	Page 52	*Songtime* VI
Jingle, Jangle, Jingle (I got Spurs)	Page 46	*Songtime* VI
Come Sing This Song	Page 34	*Songtime* V
Blow the Wind Southerly	Page 108	*Songtime* VI

3. *February 1* . . . RHYTHM

I'se The B'y	Page 55	*Songs for To-Day* VI
Auprès De Ma Blonde	Page 110	*Songtime* V
By'm Bye	Page 20	*Songtime* IV
El Coqui-Tree Toad	Page 8	*Songtime* IV

4. *February 8* . . . COLOUR

The Birch Tree	Page 36	*Songs for To-Day* VI
Billy McGee McGaw	Page 11	*Songtime* IV
Land of the Silver Birch	Page 113	*Songtime* V
The Keeper	Page 26	*Songtime* V
Red River Valley	Page 64	*Songtime* V

5. *February 15* . . . FORM AND DEVELOPMENT

Miller of the Dee	Page 52	*Songs for To-Day* V
Oranges and Lemons	Page 84	*Songs for To-Day* IV
Hey Betty Martin	Page 96	*Songtime* IV

6. *February 22* . . . WHAT IS MUSIC?

The Wraggle-Taggle Gypsies	Page 94	*Songtime* V

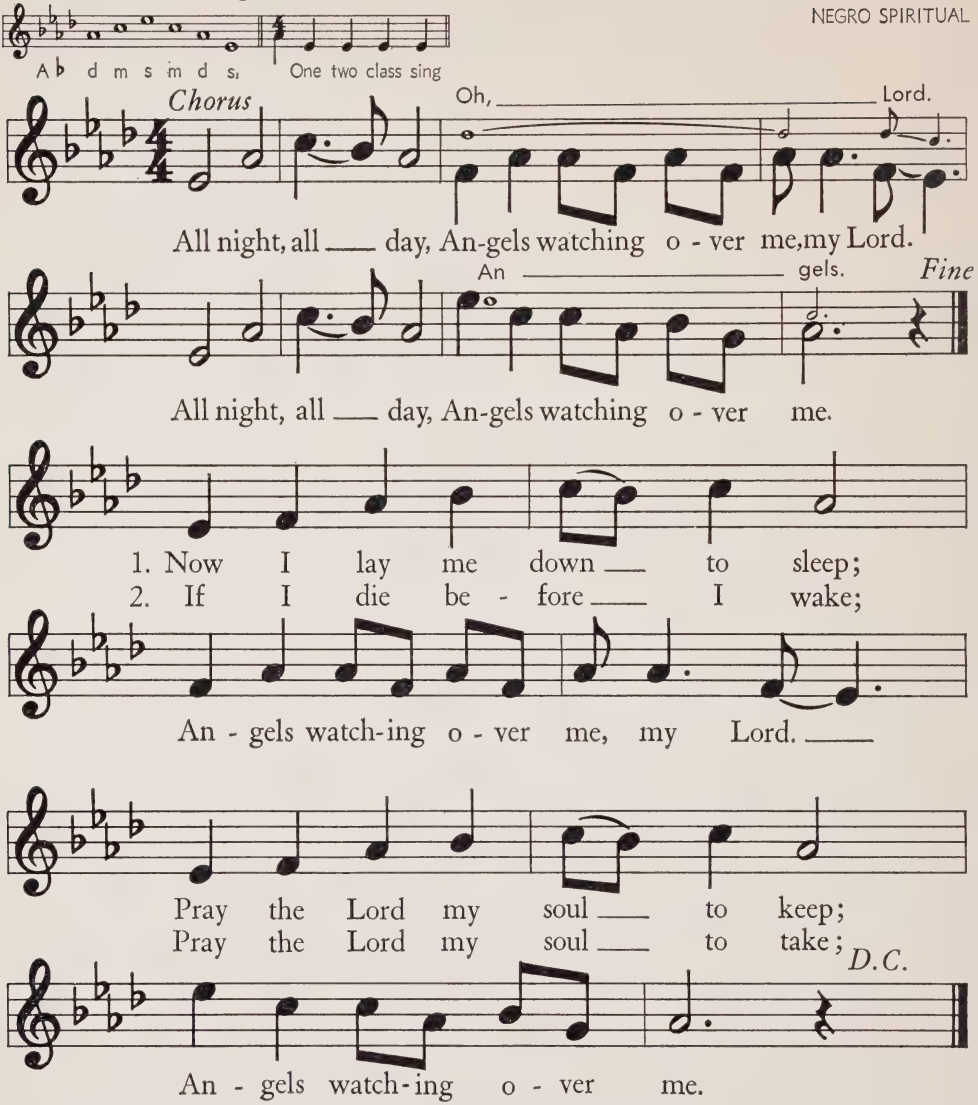
RELATED AIDS:

Additional material may be found in the following books:

1. *Pre-teen Song Settings,* Don Wright (G. V. Thompson)
2. *Folk Songs of Canada,* Edith Fowke and Richard Johnston (Waterloo Music)
3. *Chansons Canadiennes-Françaises,* Richard Johnston (Waterloo Music)
4. *Partner Songs and More Partner Songs,* Frederick Beckman (Ginn)

All Night, All Day

Rote Song

NEGRO SPIRITUAL

A♭ d m s m d s,
One two class sing
Chorus
Oh,
Lord.
All night, all day, An-gels watching o - ver me, my Lord.
An
gels.
Fine
All night, all day, An-gels watching o - ver me.
1. Now I lay me down to sleep;
2. If I die be - fore I wake;
An - gels watch-ing o - ver me, my Lord.
Pray the Lord my soul to keep;
Pray the Lord my soul to take;
D.C.
An - gels watch-ing o - ver me.

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Holt, Rinehart and Winston of Canada.

SUGGESTION

It is suggested that this schedule be removed from the manual and displayed on a bulletin board in the classroom.

DAILY SCHEDULE OF ELEME

MONDAY

Title of Series	Dates	Time
Bookshelf Adventure (7-8)	Oct. 17-Nov. 7	2:03 - 2:15
At Sixes and Sevens (1-2)	Oct. 17-May 8	2:15 - 2:30
Music For Teens (7-8)	Nov. 14-Dec. 12	2:03 - 2:15
Science and Geography (7-8)	Jan. 9-Mar. 13	2:03 - 2:15
Great Moments in Science (6-8)	Apr. 3-May 8	2:03 - 2:15

TUESDAY

Guidance (7-8)	Oct. 18-Nov. 8	2:03 - 2:30

WEDNESDAY

Primary Stories (K-3)	Oct. 19-Nov. 23	2:03 - 2:15
Time For Books (4-6)	Oct. 19-Nov. 23	2:15 - 2:30
Social Studies (5)	Nov. 30-Jan. 11	2:03 - 2:30
Junior Music (4-6)	Jan. 18-Feb. 22	2:03 - 2:15
Let's Join In (K-3)	Jan. 18-Feb. 22	2:15 - 2:30
History (7-8)	Mar. 1-Apr. 12	2:03 - 2:30
Ontario Sings (4-8)	Apr. 19-May 10	2:03 - 2:15
Stories From British History (7-8)	Apr. 19-May 10	2:15 - 2:30

ARY SCHOOL BROADCASTS

THURSDAY

Title of Series	Dates	Time
Current Events (6-8)	Oct. 20-May 11	2:03 - 2:15
Creative Language (3-4)	Oct. 20-Jan. 12	2:15 - 2:30
Current Events (4-5)	Jan. 19, Feb. 16, Mar. 16, Apr. 20	2:15 - 2:30
More Voices of the Wild (4-6)	Jan. 26, Feb. 2, 9, 23, Mar. 2, 9	2:15 - 2:30
Life in Other Lands (4-6)	Apr. 6, 13, 27, May 4, 11	2:15 - 2:30

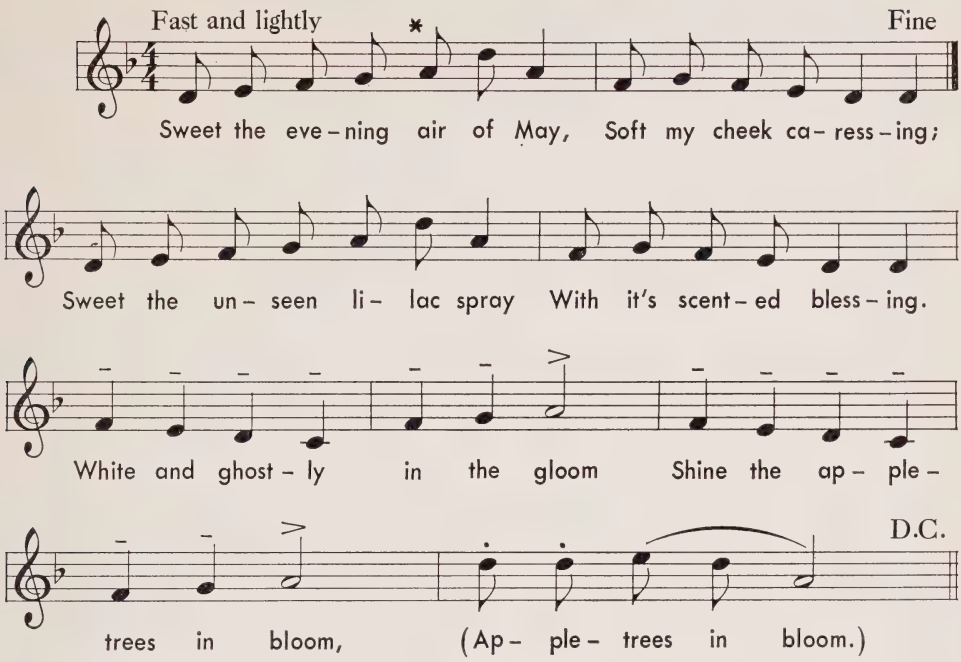
FRIDAY—CANADIAN

This Is Canada (6-8)	Oct. 21-Jan. 13	2:03 - 2:30
Christmas in Nova Scotia	Dec. 23	2:03 - 2:30
Behind the News (6-8)	Jan. 20-Feb. 24, Apr. 21-May 12	2:03 - 2:10
Story of Confederation (7-8)	Jan. 20-Feb. 24	2:10 - 2:30
Canadian Writers (6-8)	Mar. 3-Apr. 14	2:03 - 2:30
Voices of the Wild (4-6)	Apr. 21-May 12	2:10 - 2:30

HUNGARIAN ROUND

English text by
B. Askwith

READING SONG


Fast and lightly
Fine
Sweet the eve – ning air of May, Soft my cheek ca – ress – ing;
Sweet the un – seen li – lac spray With it's scent – ed bless – ing.
White and ghost – ly in the gloom Shine the ap – ple –
D.C.
trees in bloom, (Ap – ple – trees in bloom.)

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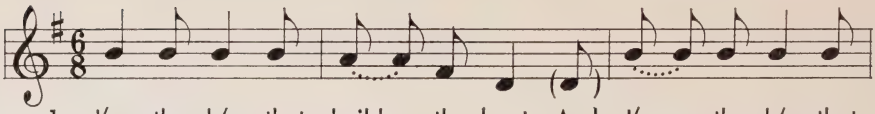
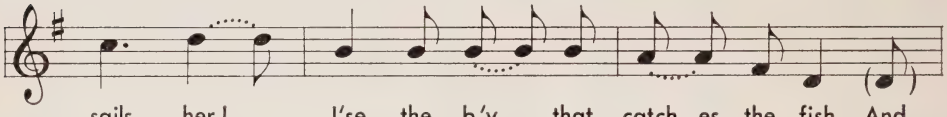
A. and C. Black Ltd., London, England.

I'SE THE B'Y THAT BUILDS THE BOAT

Canadian Folk Song
(Newfoundland)

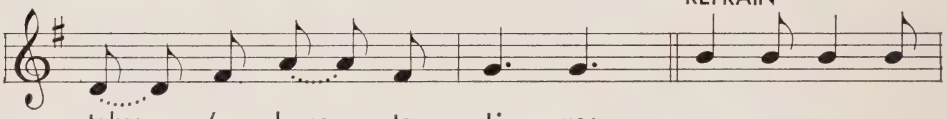


1. I'se the b'y that builds the boat, And I'se the b'y that
2. Sods and rinds to co-ver your flake, Cake and tea for
3. I don't want your mag-got-ty fish, That's no good for
4. I took Li-zer to a dance, And faith, but she could
5. Su-san White, she's out of sight, Her pet-ti-coat wants a

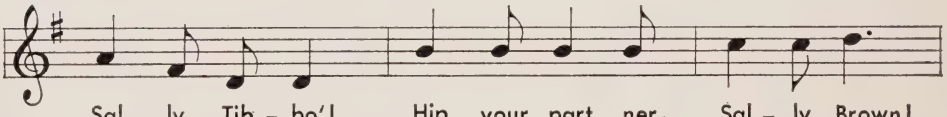


sails her! I'se the b'y that catch-es the fish And
sup-per, Cod-fish in the spring of the year
win-ter; I could buy as good as that
tra-vel! And ev-'ry step that she did take Was
bor-der; Old Sam O-li-ver, in the dark, He

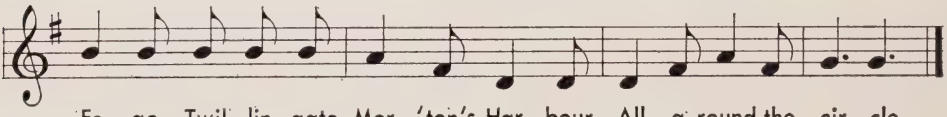
REFRAIN



takes 'em home to Li-zer.
Fried in mag-got-ty but-ter.
Down in Bo-na-vis-ta. Hip your part-ner,
up to her knees in gra-vel.
kissed her in the cor-ner.



Sal-ly Tib-bo'! Hip your part-ner, Sal-ly Brown!



Fo-go, Twil-lin-gate, Mor-'ton's Har-bour, All a-round the cir-cle.

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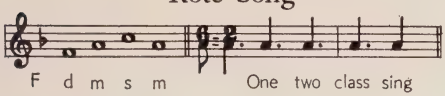
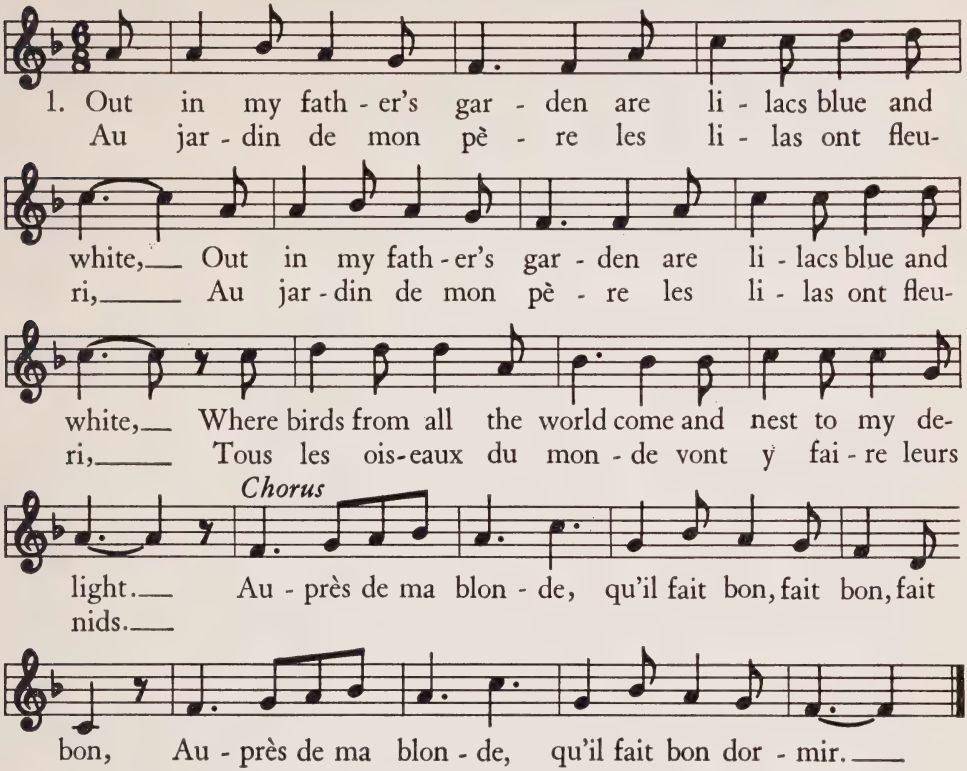
Auprès De Ma Blonde

Rote Song



ENGLISH BY CHARLES WINTER
FRENCH SONG

1. Out in my fath - er's gar - den are li - lacs blue and
Au jar - din de mon pè - re les li - las ont fleu-
white, Out in my fath - er's gar - den are li - lacs blue and
ri, Au jar - din de mon pè - re les li - las ont fleu-
white, Where birds from all the world come and nest to my de-
ri, Tous les ois-eaux du mon - de vont y fai - re leurs
Chorus
light. Au - près de ma blon - de, qu'il fait bon, fait bon, fait
nids.
bon, Au - près de ma blon - de, qu'il fait bon dor - mir.

2. Where birds from all the world come and nest to my delight, (Twice)
The quail, the turtledove and the partridge there alight.
Tous les oiseaux du monde vont y faire leurs nids, (Twice)
La caille, la tourelle, et la jolie perdrix.

3. The quail, the turtledove and the partridge there alight, (Twice)
Beside a gentle gray dove who sings both day and night.
La caille, la tourelle, et la jolie perdrix, (Twice)
Et la douce colombe, qui chante jour et nuit.

4. Beside a gentle gray dove who sings both day and night, (Twice)
She sings for all the young maids who have no man in sight.
Et la douce colombe, qui chante jour et nuit, (Twice)
Elle chante pour les filles qui n'ont pas de mari.

5. She sings for all the young maids who have no man in sight, (Twice)
She does not sing for me, though, for I have one just right.
Elle chante pour les filles qui n'ont pas de mari, (Twice)
Ce n'est pas pour moi qu'elle chante, car j'en ai un joli.

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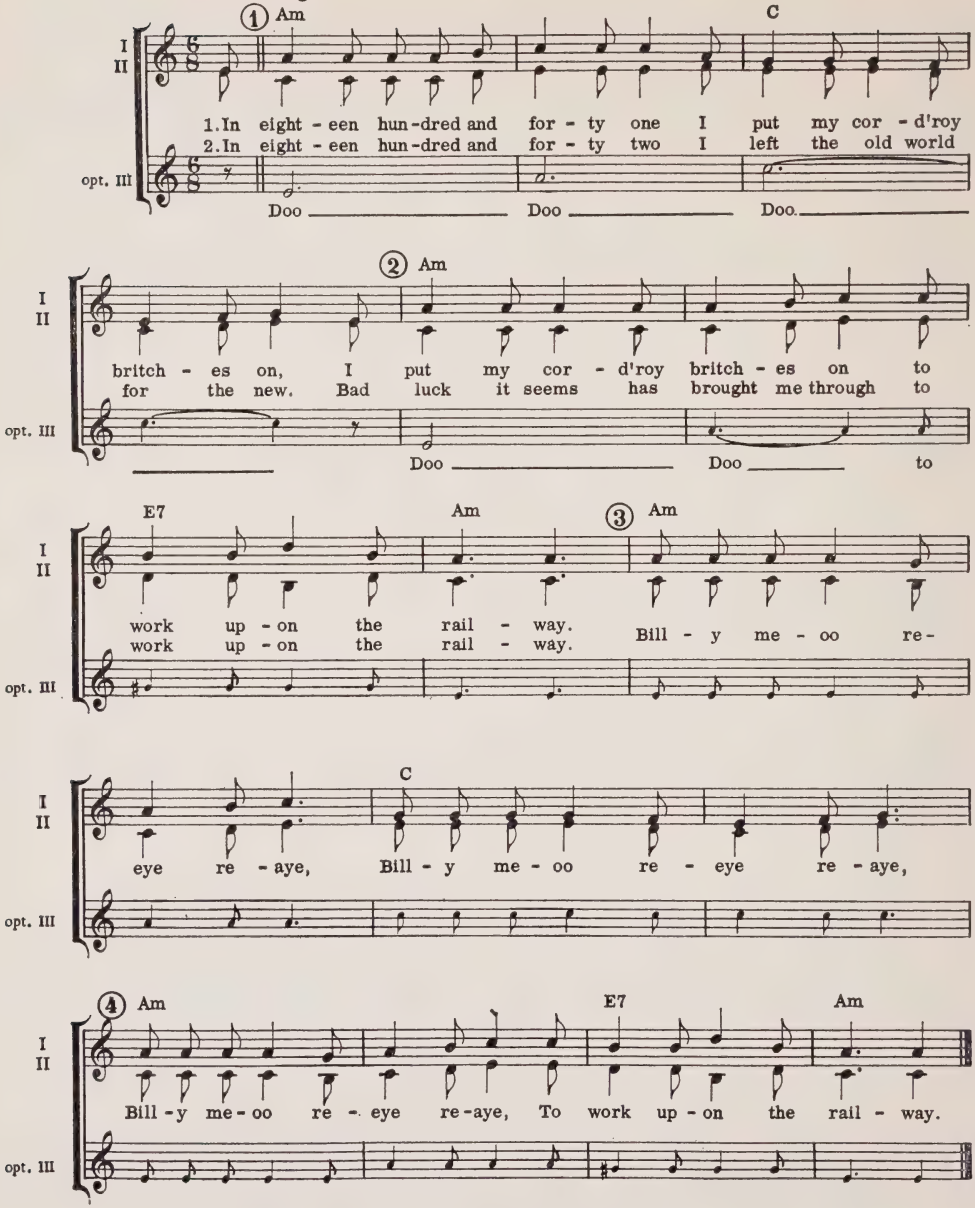
Patrick on the Railway

2 PART (opt. 3)

With a swing!

Work Song

1 Am
C
I
II
1.In eight - een hun-dred and for - ty one I put my cor - d'roy
2.In eight - een hun-dred and for - ty two I left the old world
opt. III
Doo Doo Doo
2 Am
britch - es on, I put my cor - d'roy britch - es on to
for the new. Bad luck it seems has brought me through to
Doo Doo to
E7
Am
3 Am
work up - on the rail - way.
work up - on the rail - way.
Bill - y me - oo re -
C
eye re - aye, Bill - y me - oo re - eye re - aye,
4 Am
E7
Am
Bill - y me - oo re - eye re - aye, To work up - on the rail - way.

Reprinted from *Preen Teen Song*—Setting by Don Wright
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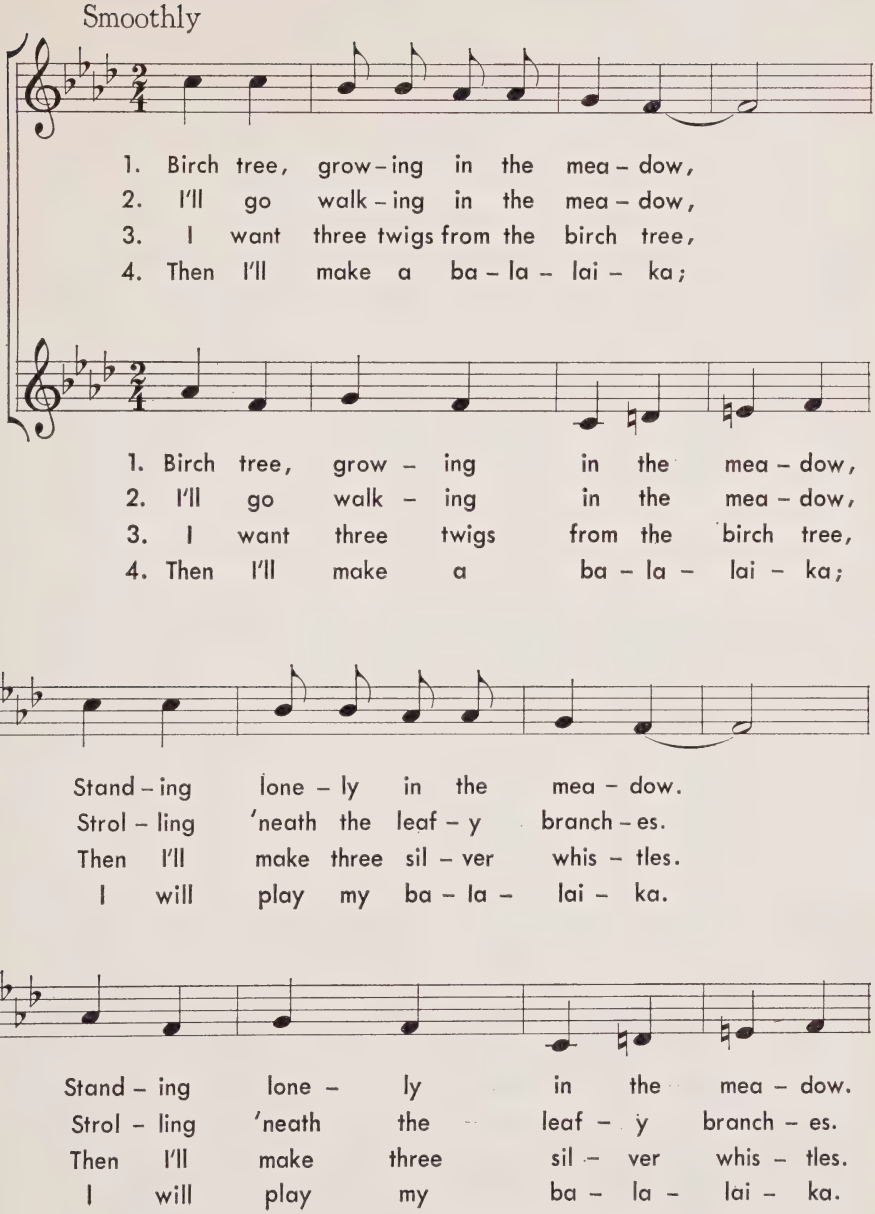
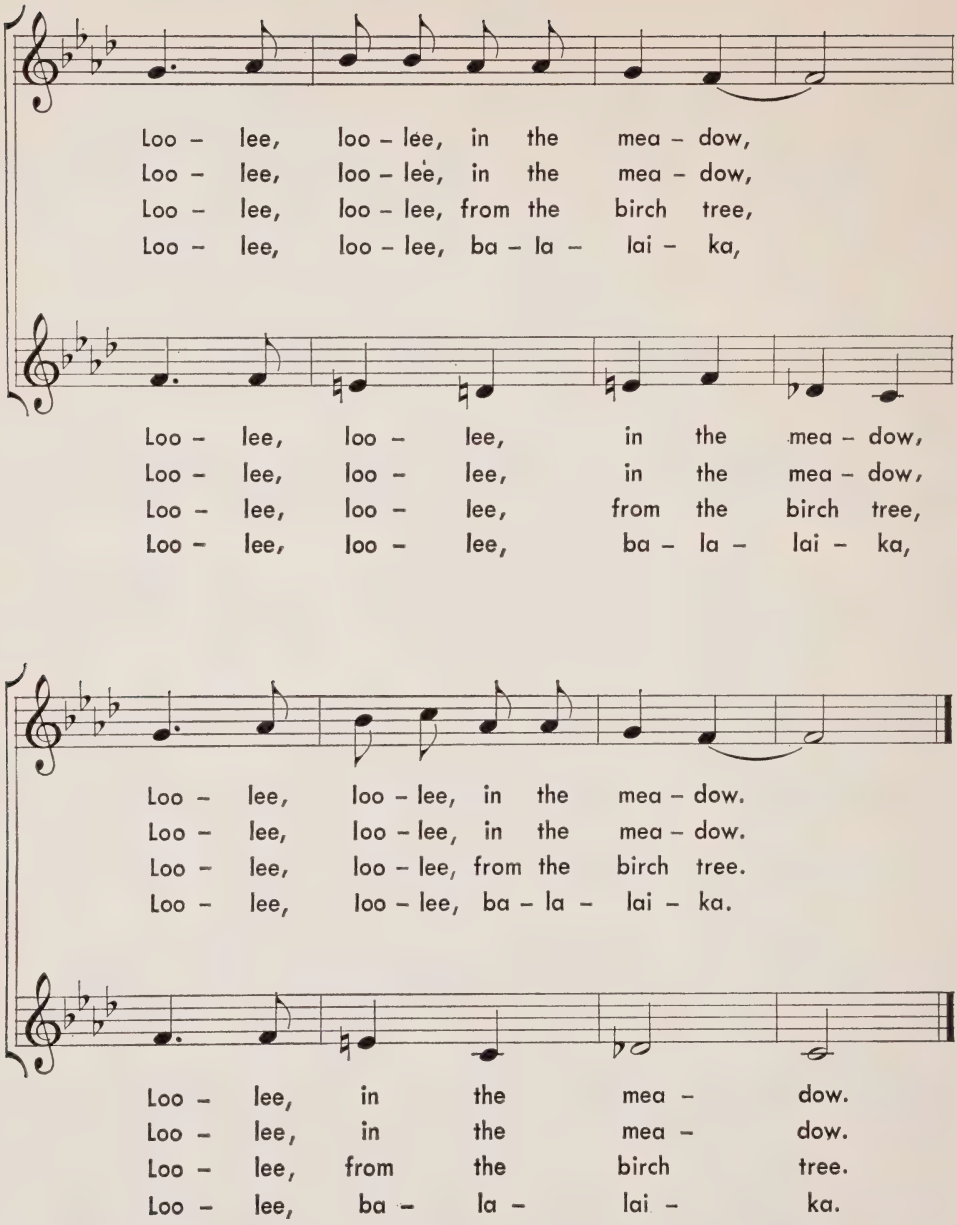
BIRCH TREE

Russian Folk Song

Smoothly
1. Birch tree, grow-ing in the mea-dow,
2. I'll go walk-ing in the mea-dow,
3. I want three twigs from the birch tree,
4. Then I'll make a ba-la-lai-ka;
1. Birch tree, grow-ing in the mea-dow,
2. I'll go walk-ing in the mea-dow,
3. I want three twigs from the birch tree,
4. Then I'll make a ba-la-lai-ka;
Stand-ing lone-ly in the mea-dow.
Strol-ling 'neath the leaf-y branch-es.
Then I'll make three sil-ver whis-tles.
I will play my ba-la-lai-ka.
Stand-ing lone-ly in the mea-dow.
Strol-ling 'neath the leaf-y branch-es.
Then I'll make three sil-ver whis-tles.
I will play my ba-la-lai-ka.

Birch tree

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Current Events

JUNIOR DIVISION (GRADES 4-5)

THURSDAYS, 2:15 – 2:30 P.M.

FROM FAR AND NEAR

This series of four broadcasts will be presented at monthly intervals from January to April. Its aim is to assist children in becoming more aware of provincial, national and international events. The news items used will be selected for their appeal to children of this age level and may be about people, places, new discoveries, animals and other matters. There will be approximately four or five items in each broadcast.

Since these programs will be presented during Canada's Centennial Year, special emphasis will be placed on news of celebrations taking place across Canada. Mention will also be made of plans for the World's Fair, Expo '67, as they are announced by the participating countries. Your students may wish to do individual or class projects for the Centennial Year. Research could be done into topics such as Canadian athletes, politicians, writers and poets, historic sites and events in Canadian history. Interest in the World's Fair could centre around a pupil-constructed table-top model of the Fair's location.

Because of the topical nature of this series, teachers will find it difficult to introduce each broadcast in a specific way. However, much can be done beforehand with a large wall map, globe and individual atlases to help the children locate places in the news. Class or individual news booklets may be made. During the broadcast, the names of the persons and places mentioned could be listed on the chalkboard for reference in follow-up discussion.

After the broadcast, discussion may be held about the possible reason for each item's inclusion and the effect of the event on the people directly involved and on those not involved. A display of pictures and news clippings about a "Person of the Month", a prominent person in the world of science, medicine or politics, may be set up. Close correlation should be possible with social studies, science and geography lessons from time to time.

Broadcasts will be on the following dates:

1. *January 19* . . . PROGRAM I
2. *February 16* . . . PROGRAM II
3. *March 16* . . . . PROGRAM III
4. *April 20* . . . . . PROGRAM IV

RELATED AIDS:

FILMS

SS-454 – *Communication:* Story of Its Development
SS-455 – *Communication in the Modern World*
SS-179 – *Maps Are Fun*
SS-380 – *Reading Maps*

NON-PROJECTED

PAMPHLETS

World Review for Canadian Schools
United Nations Association of Canada,
237 Queen Street,
Ottawa, Ontario.

World Affairs
World Affairs Press Limited,
705 Yonge Street,
Toronto, Ontario

Behind the News

INTERMEDIATE DIVISION (GRADES 6-8)

FRIDAYS, 2:03 – 2:10 P.M.

The ten programs in this series will occupy approximately the first seven minutes of each broadcast in the two series, *The Story of Confederation* (January 20 – February 24, 1967) and *Voices of the Wild* (April 21 – May 12, 1967).

Although *Behind the News* is a series of current events programs, it is not a "news" series in the generally accepted sense. Rather, its purpose is to provide suitable background for specific news events in order to aid the student in his understanding of their importance and place, both in the contemporary scene and in the development of history. Each broadcast will be centred on one current event of major importance. It is recommended that teachers have wall-maps and atlases available for reference during the presentation.

More Voices of the Wild

JUNIOR DIVISION (GRADES 4-6)

THURSDAYS, 2:15 – 2:30 P.M.

In response to the request of teachers and pupils throughout Ontario, six exciting adventures of Bobby, Betty and Uncle Jack are planned in this series. Our three favourite friends come in contact with a number of interesting animals that are known in varying degrees to many boys and girls. These programs are designed to make young people aware of the appearances and habits of some of the wild creatures of our province and awaken a concern and respect for all animals.

HOWLING WOLF —*Ontario Department of Lands and Forests.*

1. *January 26* . . . THE TIMBER WOLF

The setting of this Bobby and Betty story is based on an actual locale near Parry Sound, Ontario where government biologists are studying the habits of the timber wolf. Many highly exaggerated accounts have been circulated regarding the habits of the twenty-odd sub-species of wolf found in North America. Modern practices place emphasis on 'control' rather than on 'kill'. Pupils will better understand why certain predators are essential to a proper balance of nature.

2. *February 2* . . . THE WOODPECKER

While walking through the woods one day, Uncle Jack, Bobby and Betty hear the rapping of a woodpecker. A search is begun to locate the bird. This leads to the discovery of a nest in a farmer's tree. Our friends learn that the farmer has marked the tree to be cut down. They protest and successfully convince the farmer that woodpeckers are so beneficial that he agrees to spare the tree.

DOWNY WOODPECKER —*Courtesy of Robert R. Taylor*

3. *February 9* . . . THE SNAKE

Our story opens when Betty sees a garter snake near the summer cottage. She is terrified and climbs screaming into a tree, calling on Bobby to come and "kill the horrid thing." Bobby laughs at her terror and assures her that garter snakes never hurt anyone. Betty is sure they will and expresses a strong loathing of all snakes. The children decide

to take their argument to Uncle Jack who, in his unique manner, makes Betty feel differently about snakes.

GARTER SNAKE —*Ontario Department of Lands and Forests*

4. *February 23* . . . THE GROUNDHOG

When her horse stumbles in a groundhog hole and throws her, Betty concludes that groundhogs are dangerous and destructive. Farmer Peterson agrees because groundhogs eat his pasture, but Bobby and Mrs. Peterson say that these animals are harmless. Later they catch a groundhog and there is an argument about what should be done with him. There is also a dispute about his name—should it be groundhog or woodchuck, or should both these common names be replaced by a more scientific one?

GROUNDHOG —*Ontario Department of Lands and Forests*

5. *March 2* . . . MIGRATING SONG BIRDS

Uncle Jack takes Bobby and Betty on a fascinating outing to Long Point, Ontario, (42°30′ N, 80°30′ W) to see how ornithologists study and band birds. They are fascinated by what they see and hear and

return home with a better knowledge of why birds migrate, how we know where they go, and why Long Point is such an ideal location for the Bird Band Association.

6. *March 9* . . . THE GRASSHOPPER

On a trip to the prairie provinces, Bobby and Betty visit a farmer and his family. They are surprised to see the size of the fields and what crops are grown. They also are shocked to see how extensively grasshoppers have damaged the grain crop. This broadcast reveals how modern farm practices help the farmer compete against the adverse elements of nature.

RELATED ACTIVITIES:

1. Before the broadcast observe the real animal in his natural environment if at all possible. Failing this, examine pictures and find out the facts contained in reference books.
2. Discuss the relationship and value of each animal to man.
3. Alert the pupils to listen for the sounds made by the various animals.
4. Encourage the pupils to make individual booklets on the animals in the series.

RELATED AIDS:

FILMS

SN-144 – *Animals and Their Foods*
SN-172 – *Animal Homes*
SN-133 – *Animals in Spring*
SN- 99 – *Animals in Winter*
SN-122 – *Snakes Can Be Interesting*
SN-137 – *Grasshopper: A Typical Insect*
SN- 87 – *Mammals of the Countryside*
SN-194 – *Migration of Birds - The Canada Goose*
SN-134 – *Five Colourful Birds*
SN-110 – *Birds That Eat Insects*

Canadian Writers and Their Themes

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

FRIDAYS, 2:03 – 2:30 P.M.

The five programs of this series, each pertaining to a specific area of Canada, have a three-fold purpose:

1. To suggest that there is much evidence that the Canadian scene can provide significant themes for the Canadian writer, with special emphasis on locale, interest and mood.
2. To show that Canadian writing includes Indian legends and folk-songs that do reflect these regional themes.
3. To present readings and dramatizations of such poetry and prose and, where possible, interviews with the authors concerned, in order that our students may have the rich experience of discovering a few Canadian poets, novelists and dramatists. It is also hoped to include creative writing from Canadian school children.

NOTE: In addition to the writers and selections mentioned in the following notes, each program will also include other examples of the work of Canadian writers. A detailed list of writings and writers to be presented on each broadcast—along with the actual excerpts of poetry and ballads where copyright permission can be obtained—will be available in late November. To obtain a copy, teachers should write to the Audio-Visual Section, 559 Jarvis Street, Toronto 5, Ontario.

1. *March 3* . . . EAST COAST

In this program, two modern novelists are contrasted with a novelist of the twenties—Thomas Raddall, Farley Mowat and L. M. Montgomery, respectively. A dramatization of part of *Anne of Green Gables* brings Prince Edward Island into our literary focus. Newfoundland enters via the distinguished author, Farley Mowat, and a dramatized excerpt from his novel, *The Black Joke*. Similarly, Thomas Raddall will figure in the program in order to present a brief picture of Nova Scotia. As a finale, E. J. Pratt's poem, *The Shark*, will bring the work of this notable poet to the attention of listeners.

2. *March 10* . . . ONTARIO

The Stratford Shakespearian Festival has been the source of much satisfaction to a large number of Canadians. But, perhaps, one could wish that, some day, Canadian plays will be witnessed there, and elsewhere in Canada, in abundance. On this program, a native of Stratford

and one of our major writers, James Reaney, will be interviewed. He will read his poem, "The Royal Visit".

Humor with an Ontarian flavour will be reflected in the dramatization of *My Financial Career* by Stephen Leacock, and a dramatized excerpt from the *Jalna* series by Mazo de la Roche. The program will also feature an interview with a practising writer who will discuss themes he has used and make some general observations about writing as a career.

3. *March 17* . . . WEST COAST

No other Canadian poet is having such a revival as Pauline Johnson, who is being called "Canada's Passionate Poet". On this program, you will hear a reading of *A Cry from an Indian Wife,* which is typical of Miss Johnson's poems, reflecting the feeling for her people, the Mohawks. Douglas Leechman's *The Loon's Necklace,* a legend of the Salish Indians, will also be read, to further explore the effect of Indian lore on writers' themes. Lastly, Roderick Haig-Brown will be interviewed *a propos* of his books, *Starbuck Valley Winter* and *Saltwater Summer.* An excerpt from the latter novel will be dramatized, as well as a selection from the work of R. W. Service.

4. *April 7* . . . THE PRAIRIES AND THE NORTHLAND

This broadcast explores the dramatic and the humorous. The drama is delineated through Doug Wilkinson's *Land of the Long Day* (Clarke, Irwin) and the interview with its author. Humor, on the other hand, characterizes the dramatization from W. O. Mitchell's *Jake and the Kid.* The program will also present the delightful poems, *The Penguin,* by Michael Hornyansky, and *Estevan, Saskatchewan,* by E. W. Mandel.

5. *April 14* . . . QUEBEC

One of the brightest stars in the Canadian theatrical firmament is Gratien Gélinas, well-known Montreal comedian, playwright and director. At present, Mr. Gélinas is director of the Comedie Canadienne, the major theatrical group of Quebec. In an interview on this program, Gélinas discusses the problems of the writer. Irving Layton, vitriolic poet and lecturer, brings us a picture of the struggling Canadian poet in Montreal, and reads from his poem, *On Seeing the Statuettes of Ezekiel and Jeremiah in The Church of Notre Dame.* The program also will present dramatized selections from Gabrielle Roy's novel, *The Tin Flute,* set in the 'depression-ridden' slums of Montreal. It is planned to include one of Quebec's leading chansonneurs who will introduce and sing French-Canadian folk-songs, past and present.

RELATED ACTIVITIES:

Program 1

1. Conduct a brief survey of the sympathy for the New England "flare-up" in the 1770's by the New England Yankees who settled in Nova Scotia.
2. Form a drama group to investigate the life of E. J. Pratt and to enact his playlet in verse, *The Shades Analyze the Reactions of Inebriated Fish* (from *The Witches' Brew*).
3. Find works of other Maritime writers to pursue, such as *The Doings of Sam Slick of Slickville,* by Thomas Chandler Haliburton.
4. Organize a class choral reading of *The Shark*. One soloist-narrator might be chosen; where appropriate, the chorus (rest of class) could chime in.

Program 2

1. Write to the Stratford Shakespearian Festival, (Stratford, Ontario), for free illustrated material concerning the theatre and this year's productions.
2. Write to the Leacock Museum, (Orillia, Ontario), for pamphlets concerning its foundation in Leacock's old home—(Director: Ralph L. Curry, Stephen Leacock Memorial Home, The Old Brewery Bay, Orillia, Ontario).
3. Examine *The Red Heart* by James Reaney, for other poems with specifically Ontarian locales.
4. Study a map of Ontario for interesting place-names, especially those of Indian origin. The Great Lakes is a region often referred to by writers.
5. Divide the class into five or six groups. Have each group discuss the question, "Can a writer earn a living by means of writing, itself, in Canada to-day?" Elect a chairman in each group and have him report the findings of his group.

Program 3

1. Write to the Chamber of Commerce, Brantford, Ontario, for information concerning the setting up of "Chiefswood", Pauline Johnson's old home on the Grand River.

2. Read *Golden of the Selkirks, The Trail to Lillooet* and other poems by Pauline Johnson in the collection, *Flint and Feather* (Musson, Toronto). Locate the Selkirk Range and Lillooet on the map of British Columbia.
3. Investigate other Western writers such as Eric Nicol. His humorous works, *Sense and Nonsense* and *Shall We Join the Ladies,* should give your class a chuckle. Earle Birney's stories and poems are also worthy of research.
4. During the broadcast, have your students write down one or two questions which occur to them about the writers or works presented. After the broadcast, conduct a game on the lines of a spelling-match, making use of these questions. (The writer of the question must know the answer).

Program 4

1. Read, as contrast to *The Penguin,* William Blake's poems, *The Tiger* and *The Lamb,* and also Ogden Nash's poem, *The Panther.*
2. Read the book of Eskimo poems entitled, *Beyond the High Hills* (World Publishing Co.). These are poems collected and translated by Knud Rasmussen, Danish explorer. Beautiful coloured photographic reproductions accompany the poems and are the work of Guy Mary-Rousseliere, an Oblate priest, missionary among the Indians of the Hudson Bay area.
3. Write a play based on *Two Kinds of Sinner* from *Jake and the Kid.*
4. Bring some Eskimo carvings to school or find coloured pictures of some. Then, carve soap or wood or rock salt in the Eskimo manner.

Program 5

1. Read some early history of Montreal. (e.g. *Cartier Visits Hochelaga,* translated by J. H. Biggar in *A Book of Canada,* (Collins).
2. Read A. M. Klein's poem, *Montreal* in *Oxford Book of Canadian Verse,* No. 197, *Bonne Entente* by F. R. Scott and *Winter in Lower Canada* by Standish O'Grady, both from *Blasted Pine,* (Macmillan).
3. Hold a debate on the recommendation, "Resolved that all Canadian authors should be able to write in both English and French."
4. Write a letter (co-operatively composed) to the Chamber of Commerce, 31 St. James Street West, Montreal, for pictorial information

describing Montreal's Monuments, Churches and Districts. Upon receipt of this information, take an imaginary tour of Montreal.

5. Read Irving Layton's poem, *Côte des Neiges Cemetery.*

RELATED AIDS:

FILMS

E - 50 – *The Stratford Advnture*
A - 19 – *The Loon's Necklace*
E-111 – *Writing a Report*
E-116 – *Pauline Johnson*
E-105 – *Glooscap Country*
E - 94 – *Morning on the Lièvre*
E - 77 – *The Sea: Background for Literature*

NON-PROJECTED

BOOKS

Twentieth Century Canadian Poetry, Earle Birney, (Ryerson)
Canadian Almanac and Directory, Ann Gardner, (Copp Clark, 1966)
A Book of Canadian Humor, J. D. Robins and M. V. Roy, (Ryerson)
Blasted Pine, F. R. Scott and A. J. M. Smith, (Macmillan)
The Oxford Book of Canadian Verse, A. J. M. Smith
A Book of Canada, William Toye, (Collins)
The Canadian Who's Who, (Trans-Canada Press, Toronto)

Great Moments in Science

JUNIOR AND INTERMEDIATE DIVISION (GRADES 6-8)

MONDAYS, 2:03 - 2:15 P.M.

These four broadcasts available through the courtesy of the British Broadcasting Corporation are presented to stimulate boys and girls to further research in some of the great advances in science in the past two centuries.

1. *April 3* . . . LOUIS PASTEUR AND THE MICROBES

   This broadcast deals with the disease which opened the gateway to the most far-reaching medical discovery of the nineteenth century—immunization. It was not one of the dramatic or overwhelming contagions of man, such as rabies, or plague—although Pasteur worked on all of these, and many more—it was chicken cholera, a pestilence of the humble barnyard fowl, a highly infectious lethal disease that occurs in epidemic form.

In 1879 Louis Pasteur was working on the bacterium which causes the deadly disease, but this strain of organism gradually lost its virulence until finally it failed to kill the fowls inoculated. A new virulent strain of chicken cholera organism was obtained and, partly by accident, the fowls inoculated with it included some which had received a dose of of the weakened organism. Unexpectedly they survived, whereas mortality among the others was very high. It was from this great moment onwards that the whole science of immunization against infectious disease proceeded.

Born in 1822 at Dôle, in France, Pasteur died in Paris in 1895.

2. *April 10* . . . JOSEPH PRIESTLEY AND OXYGEN

Born in Yorkshire in 1733, when George II was King of England, Joseph Priestley qualified as a Doctor of Law at Edinburgh. His first scientific interest was in electricity; indeed, it was for his *History of Electricity* that he was elected a member of the famous Royal Society. But it is his connection with the discovery of oxygen, which he called *dephlogisticated air,* that this program is about.

In addition to isolating oxygen, Priestley separated ammonia, nitrous oxide, sulphur dioxide, hydrogen chloride and a number of other gases; he also invented soda-water.

Thorough and efficient in the laboratory, conducting experiments which enabled him to isolate a number of hitherto unknown gases, Priestley often failed to realize the essential significance of his work. Nevertheless he was a man of great integrity and the first to acknowledge his mistakes or to admit his own limitations.

3. *April 17* . . . MARIE CURIE DISCOVERS RADIUM

Marie Curie's name and that of her husband, Pierre, is associated with the isolation of the element radium from the mineral pitchblende. The daughter of a Polish school inspector, she saved enough money, through her own efforts as a governess, to study science at the Sorbonne in Paris. There she met and married Pierre Curie, a lecturer in Physics. In 1898 they obtained a ton of pitchblende from Austria and with this material set out to discover why it was more radio-active than it should have been from the radium in it. After working days—and often nights —month after month on the routine chemical analysis for isolating the element, Marie eventually found the source of excess. For this discovery, in conjunction with Henri Becquerel, Marie Curie and her husband were awarded a Nobel Prize.

For investigations into the chemical characteristics of radium and its compounds, and research on the use of radium as a cure for human

disease, Marie Curie was awarded a second Nobel Prize. In this she is unique.

4. *April 24* . . . FARADAY AND THE DYNAMO

Michael Faraday was born in 1791. The son of a blacksmith, he was educated at a small school in Marylebone, London, and as a young boy was apprenticed to a bookseller and binder. While he bound books he also read them and as he read he determined to know more and more.

This program shows how Faraday discovered the principle of the induction of an electric current and the evolution of the dynamo. His method of working was closely linked to his excellence as a lecturer. He hardly ever just talked about an experiment—he did it. "Take nothing for granted", he said, and proved beyond doubt every single thing he did in the laboratory.

5. *May 1* . . . LAVOISIER AND THE NATURE OF BURNING

Antoine-Laurent Lavoisier, born in Paris in 1743, was the son of well-to-do parents. Educated to be a lawyer, he found his real interest in science.

Two hundred years ago most scientists believed that all burnable substances contained a sort of fiery spirit, something like the genie in *Arabian Nights*. This spirit, named *phlogiston* from the Greek word for flame, was set free during burning and escaped "with a rapid whirling motion" in the shape of fire, accompanied by light and heat. In this program Lavoisier meets other scientists and demonstrates to them the nature of burning. As a result of the experiment he overthrows once and for all time the phlogiston theory (put forward and firmly believed in to the end by Joseph Priestley) that oxygen is air minus phlogiston.

6. *May 8* . . . STEPHENSON AT THE RAINHILL TRIALS

The son of a fireman, George Stephenson was born in 1781. His early life was spent in great poverty, but he managed somehow to educate himself. A man of great foresight, he could understand the need for an invention like the steam engine, at that time a great technological problem.

Stephenson's quality lay in his extraordinary pertinacity in the face of opposition and this program is about the famous Rainhill Trials when his 'Rocket' steam engine proved it could beat all competitors, despite the setbacks that nearly put him out of the race.

RELATED ACTIVITIES:

To stimulate interest in listening to these programs and to gain some knowledge from them that is meaningful, it is suggested that pupils look up information concerning the various topics from as many sources as are available. This information could be discussed with pertinent points and unanswered questions written on the chalkboard.

After each broadcast, immediate discussion will reveal how useful the program was and the kind of research and experimentation that can follow. Suggestions from this series might be the basis for a "science fair" involving individual and group participation.

RELATED AIDS:

FILMS

SC-10 – *Oxygen*
SG-38 – *Steam Engine – How It Works*

Life In Other Lands

JUNIOR DIVISION (GRADES 4-6)

THURSDAYS, 2:15 - 2:30 P.M.

Through the courtesy of the British Broadcasting Corporation, a series of five dramatized travel programs is presented. These broadcasts are about people and their environment and are planned to be of particular interest to boys and girls in their study of life in other areas of the world.

1. *April 6* . . . AN AUSTRALIAN SCHOOL OF THE AIR

   In many parts of the world children who live far from towns or villages have to take part in a School of the Air: they learn their lessons by radio. In Australia there are two centres, both controlled by the South Australian Education Committee. Their purpose is to provide a basic education for children who live so far outback that mail reaches them only infrequently. This program describes a two-way schools broadcast from its beginning at Broken Hill, to its reception in the homes of the two hundred pupils who form the widely scattered class.

2. *April 13* . . . THE SOUTHERN ALPS OF NEW ZEALAND

   Some of us like to spend our holidays at the seaside or in the country; others stay at home. In this broadcast Lawrence Constable invites us to enjoy an imaginary holiday in the Southern Alps of South Island,

New Zealand. What he describes as "the finest walk in the world," starts with a bus journey from the southern city of Dunedin into the back country and a steamer trip across a lovely lake. From there the walk begins across the mountains to Milford Sound. Our two young hikers, Nigel and Lewis, spend about three days on the journey, stopping overnight at mountain huts, sometimes meeting other travellers. One, a Maori lumberman, escorts them on a night excursion to see the famous kiwis in their native haunts. The broadcast also describes the type of country through which they pass—its waterfalls, glaciers, ferns and trees.

3. *April 27* . . . IN THE STEPS OF MARCO POLO

Marco Polo was probably one of the greatest travellers the world has ever known. Fascinated by the places he visited, he recorded each night in his diary the things he had seen. In an attempt to trace the route taken by the young Marco through southern Iran (Persia as it was then called), an English student and his Arab companion join a camel caravan and undertake part of the journey. In many instances they discover that the scenes have changed little in seven hundred years; boats are still sewn together with coconut fibre and pegged with wood, and camel caravans still cross the interior.

4. *May 4* . . . FISHING AND FARMING IN ICELAND

The program follows the experiences of seventeen-year-old Jon Eiriksson who, like many Icelanders of his age, goes to school only in winter, and divides his long summer holiday between sailing with the herring fleet and helping on his father's farm. With Jon as a guide, we are taken on board the *Peter Helgi,* a herring boat fishing off the south east coast of Iceland, returning later to the harbour at Reykjavik, the capital. After a brief glimpse of city life, with its hot-spring central heating, swimming-pools and the modern blocks of flats that are going up everywhere, we make a journey by the rutabill (long-distance bus) into the country to his father's farm.

5. *May 11* . . . THE LIPARI ISLANDS

Set in the Mediterranean, and lying off the coasts of Sicily and Italy, is a volcanic group known as the Lipari Islands. Bill Boyd, whose particular interests are farming and history, boards a hydro-foil (a boat which planes across the water) at Messina in Sicily and journeys to Lipari, the main town of the island group. While on the islands he learns about growing vines on the fertile volcanic soil of Stromboli; he also takes a close look at its famous crater.

RELATED AIDS:

FILMS

SS-206 – *Australia*
SS-488 – *New Zealand: The Land and the People*
SS-339 – *Marco Polo*

Ontario Sings

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 4-8)

WEDNESDAYS, 2:03 – 2:15 P.M.

This series presents choirs from elementary schools throughout Ontario. Teachers and pupils alike should find great enjoyment and inspiration from the fine singing of these ensembles.

1. *April 19* . . . OTTAWA PUBLIC SCHOOLS
   Conductor—Mr. John Sutherland
   A choir of 75 selected voices from the Ottawa schools

2. *April 26* . . . RUNNYMEDE SENIOR SCHOOL—TORONTO
   Conductor—Mr. James Maben
   A mixed choir and a boys' choir from grades 7 and 8

3. *May 3* . . . EGANVILLE PUBLIC SCHOOL
   Conductor—Mrs. Catherine Hildebrand
   A choir of boys and girls from grades 5 to 8

4. *May 10* . . . BROOKLIN PUBLIC SCHOOLS
   Conductor—Mrs. Dulcie Colbie
   Two choirs from grades 4 to 8

Voices of the Wild

JUNIOR DIVISION (GRADES 4-6)

FRIDAYS, 2:10 – 2:30 P.M.

The adventures of Bobby and Betty and their Uncle Jack bring them into contact with some of the interesting animals of Canada. The basic aims of these dramatizations are to inform boys and girls concerning a number of animals of our land and to develop an attitude of conservation towards animals that may become extinct. Each broadcast will be about twenty

minutes long and, with some preparation and follow-up, could be used as the core-experience in a Natural Science lesson.

1. *April 21* . . . THE RED FOX

   Bobby's and Betty's walk in the country is interrupted by the appearance of a red fox. They are amazed when the fox comes towards them instead of running away. In the ensuing confusion, their dog attacks and is bitten by the fox in its death struggle. Bobby fears that the fox might be rabid, but a veterinarian's examination of the fox's carcass proves that his fears were groundless. The children's new concern about rabies provides the incentive for further inquiry into this subject. Other diseases transmitted to humans by animals are also described by Uncle Jack and the veterinarian.

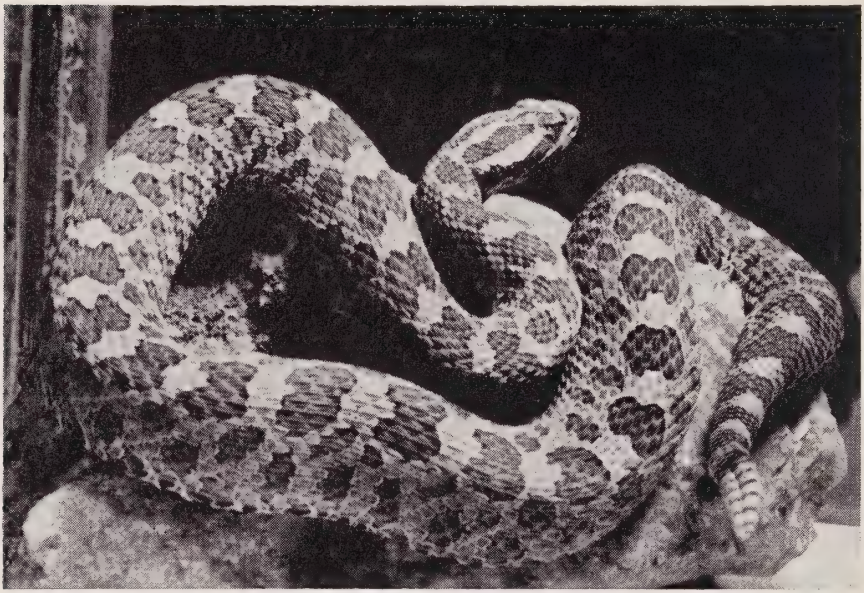
RED FOX —*Ontario Department of Lands and Forests*

2. *April 28* . . . STARLINGS

   Bobby and Betty discover a pair of starlings making a nest in the eaves of their home. Their successful attempt to dissuade these pugnacious lodgers arouses a controversy as to the benefits of such birds. Personal observations, advice from Uncle Jack, city officials and ornithologists fail to determine whether starlings are the "saints" or "sinners" of the *aves phylum*. The habits of these birds indicate a high degree of adaptability to a new environment. Despite the fact that starlings have no known relatives in this country, their alarming increase has created wide-spread concern.

3. *May 5* . . . MASSASAUGA RATTLESNAKE

An overnight hike along Ontario's Bruce Trail in the Bruce Peninsula has hidden dangers for Bobby and Betty. The Massasauga Rattler frequents this locale and Uncle Jack teaches the children how to distinguish it from other Canadian snakes. The story dispels many common misconceptions about serpents' behaviour and emphasizes the benefits of these reptiles to the "balance of nature". The children learn how to treat snake bites when a fellow hiker is bitten by a Massasauga Rattler.



MASSASAUGA RATTLER —*Ontario Department of Lands and Forests*

4. *May 12* . . . DOLPHINS

On a boat trip along the Atlantic coastline, Bobby and Betty are delighted by the antics performed by a school of dolphins. Uncle Jack and the ship's captain are unable to answer all their questions about these mischievous, intelligent creatures and a visit to a marine biologist, Dr. Spence, is planned. The children marvel at the training and communication experiments the doctor is performing. Their infectious enthusiasm results in their being invited to assist the biologist in his work. The advantages of man's ability to communicate with other mammals stimulate their imaginations.

RELATED ACTIVITIES:

Program 1

Since this broadcast is to acquaint young pupils with some of the fatal diseases that they can contract from animals, teachers should "pre-condition" their classes through discussion concerning the handling of dead animals and those that exhibit unusual behaviour. It is imperative that children recognize the need for immediate attention to such unfavourable animal contacts.

After the broadcast, correlate this experience to the art program by encouraging the pupils to plan posters that will help others to understand the problem of contact with diseased animals.

Program 2

The biological upsets which result when an animal is introduced to a new environment are of great concern. On April 25, 1891, eighty starlings were released in New York's Central Park. To-day they are found in practically every part of our land. Discussion of the need to understand natural controls should reveal that transplanted species, such as the starling, leave their natural controls behind and exemplify "survival of the fittest" through their phenomenal widespread population increase.

The pupils can be encouraged to study the need for detailed research if adequate control measures of all birds are to be adopted. These reports can be used to stimulate oral reading or serve as a language study lesson on effective written communication.

Program 3

Before the broadcast, the pupils should be made aware of the superstitions and partial truths that have prevailed for centuries about snakes. A person with a proper scientific attitude must be open-minded enough to accept new evidence and to change his opinion despite personal prejudices if these new facts indicate a more acceptable interpretation.

The Massasauga utilizes a unique sensory system in locating its prey. An understanding of these infra-red radiation receptors will enable you to explain how such snakes locate their prey in total darkness.

Program 4

Dolphin intelligence is an accepted fact but their ability to travel unerringly at high speeds continues to baffle science. The adaptation of

this former terrestrial creature to an aquatic environment is astounding and provides us with an opportunity to illustrate that certain higher level animals found it advantageous to return to the water.

Ways in which dolphins and porpoises differ physically will make an interesting study. Close observation reveals that physical features, especially the skull and mouth parts, differ considerably. It is suggested that pupils develop their own imagination by writing or telling a story in which they are given a "talking" dolphin as a pet.

RELATED AIDS:

FILMS

E - 53 – *Adventures of a Baby Fox*
SB-74 – *What Is a Bird?*
SB-75 – *What Is a Reptile?*
SB-92 – What Is a Mammal?

FILMSTRIPS

Birds, Helpful and Harmful – J.H.
Birds of the City – N.F.B.
Snakes of Canada – N.F.B.
Snakes, Helpful and Harmful – J.H.
Plant, Animal Life Under the Sea – S.V.E.

NON-PROJECTED

BOOKS

Slip, The Story of a Little Fox, Erickson, (E. M. Hale and Co.)

A Book of Canadian Mammals, May, (Macmillan Co.)

A Field Guide to the Birds, Peterson, (Houghton Mifflin Co., Boston)

All About Birds, Lemmon, (Random House)

Ontario Birds, Synder, (Clarke Irwin)

All About Snakes, Hecht, (Random House)

A Field Guide to Reptiles and Amphibians, Conant, (Houghton Mifflin Co., Boston)

Complete Book of Camping, Miracle and Decker, (Harper and Row)

Here Come the Dolphins, Goudey, (Charles Scribner's Sons)

All About Whales, Andrews, (Random House)

INTERMEDIATE DIVISION

Bookshelf Adventure

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 2:03 - 2:15 P.M.

Bookshelf Adventure is planned to encourage pupils to read and to provide pupils and teachers with titles of suitable books for the early teens. Each program will present an exciting episode from one of the books. Some of the novels have been selected to provide a focus of interest on Canada's colourful history and others to further stimulate an interest in the challenges our world offers to mankind.

1. *October 17* . . . PEDDLER'S CREW, Kathrene Pinkerton (Harcourt, Brace.)

   Imagine the excitement involved with converting an old yacht into a sea-going store. You travel the inner waterways of British Columbia to visit scattered families of loggers who live and work along that rugged mountainous shore. This peddler craft is the first of its kind. How successful will the enterprise be? What adventures await at the next inlet?

2. *October 24* . . . THE PERILOUS PRAIRIE, Dickson Reynolds (Ryerson)

   Building and farming, along with adventures in fire, blizzard and with a horse thief, keep this pioneer family busy until they are entwined in the dangers of the Riel Rebellion. An exciting tale that recounts early settlement on the Canadian Prairies.

3. *October 31* . . . THE CURE SEARCHERS, Max Braithwaite (Ryerson)

   With so many contributions being made to-day to man's scientific knowledge, pupils will be fascinated by this story of the problems involved in medical research. A chemical is being produced to cure cancer, and the newspapers cry "success" but—.

4. *November 7 . . .* FRANKLIN OF THE ARCTIC, Richard Lambert (McClelland and Stewart)

Sail with young Franklin as he fights beside Lord Nelson at the Battle of Trafalgar. Join him when as a man he prepares his own expedition to explore the unknown Arctic in search of the fabled North-West Passage. Come along on this great true-life adventure and share its perils and mysteries.

RELATED ACTIVITIES:

The programs are most valuable when the books are available in the classroom library. The addition of other books by the same author encourages further reading. Some teachers keep the books out of circulation until after the broadcast. Displaying the dust jacket on the bulletin board a little while before the broadcast arouses interest.

RELATED AIDS:

FILMS

E-112 – *You and Your Library*

E- 89 – *Preparing Your Book Report*

E- 45 – *Story Acting is Fun*

NON-PROJECTED

OTHER BOOKS BY THE SAME AUTHORS:

Adventure North, Kathrene Pinkerton

Fox Island, Kathrene Pinkerton

Hidden Harbor, Kathrene Pinkerton

Fortune Trail, Dickson Reynolds

The Fur Brigade, Dickson Reynolds

The Young Reporter, Max Braithwaite

The Mystery of the Muffled Man, Max Braithwaite

Redcoat Sailor, Richard Lambert

Sailmaker, Richard Lambert

North for Adventure, Richard Lambert

Aku-Aku, Thor Hyerdahl

Guidance

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 2:03 - 2:30 P.M.

Over-all, the Guidance series is intended to establish both a practical and a philosophical framework within which subsequent study of educational opportunities and occupational planning can take place. Specifically in keeping with the general "Confederation" theme, the aims of the Guidance series are:

1. To bring together 1867 and to-day, by contrasting the educational and occupational opportunities then and now.
2. Through this contrast, to help the students to be aware of the fluidity of the occupational world and the need for flexibility of mind.
3. To encourage the students to think of themselves not as students of to-day, but as the Canadians of the future, with a responsibility to prepare themselves to become useful to society.
4. To help the students develop a recognition of the importance, in democracy, of self-starting and self-reliance.

1. *October 18* . . . THE CHANGING WORLD

This broadcast deals with the changes in jobs and professions from the past to the present and the emergence of new crafts and new professional groups. The progression of job changes across the last century is reflected in modern terms.

2. *October 25* . . . A PLACE FOR ALL

In this program the expansion of educational programs and opportunities which have developed in recent years will be examined. It is intended to emphasize the assortment of programs from which a student must choose.

3. *November 1* . . . PREPARATION FOR WHAT?

This broadcast emphasizes the necessity of preparing for an "all-purpose life" and therefore the value of generalized education, as well as any specialized training. The idea is presented that a person must be prepared for and capable of repeated adjustment to new or altered roles.

4. *November 8 . . .* WHERE DO YOU FIT IN?

The final program presents the idea that each person can make a contribution of value to the community; therefore, he must assess his own qualities, both assets and liabilities, in order to be prepared for the task (or opportunity) in which his abilities are needed.

RELATED ACTIVITIES:

Before the first program, a period might be spent listing all of the jobs students can think of and classifying them in various ways, i.e. those that are usually done by men (or by women), those that seem to occur quite frequently (and those that don't), those that would be done outdoors (or indoors), those that serve each of us directly.

This would be intended to emphasize the variety of ways in which people work, and the variety of people involved in the work.

After the first program some examination could be made of some of the present-day jobs mentioned in the broadcast. If a few copies of a large city newspaper were obtained in preparation, advertisements for such jobs could be found in them. If an "Occupations" file is available in the school, the monographs for these jobs could be brought to class for discussion. In elementary schools where "Occupations" files may not exist, some monographs might be borrowed from the nearest secondary school.

After the second broadcast, there should be a fairly full examination of the secondary school programs available in the community and some introductory discussion of the calendars of the nearest University, the nearest Technical Institute and the nearest Ontario Vocational Centre. These calendars should be obtained ahead of time.

After the third program there could be discussion to bring out the wide range of activities for which any one adult is responsible in his daily working, social, personal and public life — to emphasize assorted responsibilities. The information and/or skill he would need for each responsibility should be considered.

After the fourth program, there could be a discussion of the ways in which people's abilities vary — simple demonstrations, by competition, might be used to show that some people hear better, others write faster, some can sit still longer, others like making impromptu speeches, others add better or faster and so on. This could be followed by discussion of how you can find out your own capacities and how you can encourage the development of those you have, but only to a small extent.

Music for Teens

INTERMEDIATE DIVISION (GRADES 7-8)
MONDAYS, 2:03 - 2:15 P.M.

The five broadcasts this year have taken a new approach to the needs of a student in the twentieth century. Most teachers will agree that the average young person is not always as discriminating in his listening as he might be. The object of this year's program is to stimulate and aid the student in discovering his own critical faculties and to provide him with some basis for exploring and enlarging his musical interests.

Each program has been given a special emphasis and all involve participation on the part of the student listeners. Each broadcast is designed as a starting point for the teacher; the emphasis is on follow-up activities rather than on advance preparation. It is suggested that the follow-up be as varied as possible, including singing, playing, listening, dancing, music theory and translating sound into a form of visual expression (i.e. drawing, painting).

1. *November 14* . . . RHYTHM
2. *November 21* . . . MELODY
3. *November 28* . . . LYRICS
4. *December 5* . . . HARMONY
5. *December 12* . . . CREATIVE LISTENING

RELATED ACTIVITIES:

In the notes that follow reference will be made to use of some of the books and recordings listed below to be used for enrichment based on the broadcasts.

BOOKS (B):

1. Copeland: *Music and Imagination* (Mentor)
2. Shafer: *The Composer in the Classroom* (BMI, Toronto)
3. Howard and Lyons: *Modern Music* (Mentor)
4. Bray and Snell: *For Young Musicians, A Handbook, Vol. 1* (Waterloo)
5. Ritscher: *Festival of Light Classical Music* (records and teacher's manual) (Reader's Digest)

RECORDINGS (R):

Listings are given as they appear in the Schwann catalogue to which teachers may refer for additional material.

RHYTHM

1. Gene Krupa: *"Sing, Sing, Sing"* from Benny Goodman Jazz Concert at Carnegie Hall (Columbia 814)
2. Leonard Bernstein: *What is Jazz?* (Columbia LP CL919)
3. Benjamin Britten: *Young Person's Guide to the Orchestra* (Westminster Lab Series 7056)
4. Peter Ilich Tschaikowsky: *Overture 1812, Op. 49:* Hollreiser, Vienna Symphony (Vox 511690)

MELODY

5. Aaron Copeland: *Rodeo* (ballet): Bernstein, New York Philharmonic (Columbia MS 6175)
6. Peter Ilich Tschaikowsky: *Marche Slave, Op. 31:* Steinberg and Pittsburg Symphony (Capitol, SP 8590)
7. Peter Ilich Tschaikowsky: *Romeo and Juliet:* Markewitch and Philadelphia Orchestra (Angel, S-35680)
8. Igor Stravinsky: *Firebird Suite:* Stokowski, Berlin Philharmonic (Capitol SP-8407)
9. Swingle Singers: *Anyone for Mozart?* (Philips Stereo PHS-600—149)

LYRICS

10. Georges Bizet: *Carmen* (excerpts): Callas, Gedda, et al. Pretre and Paris Opera Orchestra (Angel S-36312)
11. Kathleen Ferrier: *English Folk Songs* (London 5411)
12. Alan Mills: *Canada's Story* (Folkways 3000)
13. King's College Chapel Choir, Cambridge: *Choral Collection* (London Argo 120)
14. Robert Schumann: *Liederkreis (song cycle) Op. 39:* (Vox SLDL 5562)

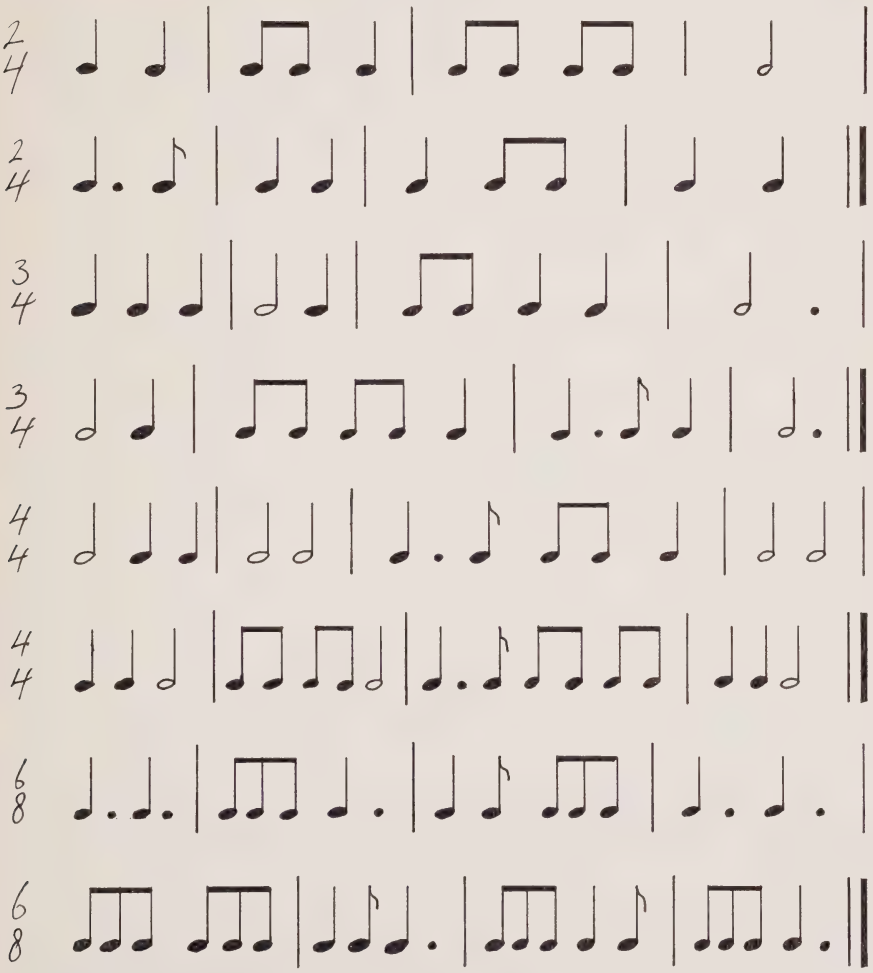
HARMONY

15. Ludvig van Beethoven: *Symphony #7 in A, Op. 92:* Bernstein and New York Philharmonic (Columbia MS-6112)
16. Wolfgang Amadeus Mozart: *Trio Var. (12) on "Ah, vous dirai-je, Maman":* Previn (Columbia MS-6586)
17. Johann Sebastian Bach: *Choral Variations on "Von Himmelhock":* Stravinsky and CBC Symphony, Festival Singers (Columbia MS-6647)
18. Modest Mussorgsky: *Pictures at an Exhibition:* Ormandy and Philadelphia Orchestra (Columbia ML-4700)

USES OF THE BROADCASTS

RHYTHM

In music periods following the broadcast, teachers might put the material below on the blackboard and let the students clap out the rhythms. To develop independence, divide the class into two groups; have one group clap the first rhythm in 2/4 time, have the other finger-snap to the second. Encourage students to invent and to write rhythmic accompaniments to songs known by the class and which the class could then clap or play.

MUSIC EXERCISES

For additional material, teachers are directed to: B3 page 104, and B4 chapter 3.

As the broadcast proceeds, students may sketch their reactions to the materials presented. Choice of colour and line should be the students' own, but they should be prepared to discuss the reasons for their choice.

Using a single line or a combination of lines, "visual ostenatos" may be made from any combination of sounds. Lines may be gently curved, exploded, massed or concentrated to express a mood, a feeling, a movement or a direction. Similar use may be made of colours and of two-and three-dimensional projects.

Students might be encouraged to listen to their record libraries at home and at school for folk songs and themes which appear in symphonies or ballets or for "composed" themes which have subsequently been used in the "pops" field. On the reverse side of R5 is a ballet based on American folk themes. Students will recognize several themes on R7 which have been popularized. Similarly, Ravel's *Pavane* on the reverse side of R6 may offer one or two themes for discussion.

LYRICS

Many songs known and enjoyed by students have been inspired by some of the world's great poetry. Students might select a good melody, determine a theme suggested by the music. Students can profit by discussing and criticizing each other's work as to vocabulary and suitability of expression. As a contrast, a melody might be chosen and presented to the class without the lyrics. After the class has sung it or listened to it, lyrics could be written and later be compared with the original set.

HARMONY

Following the broadcast teachers describe aurally and visually major and minor keys and their effect on mood. At the same time, students can learn to recognize by sound and by sight major and minor triads and dominant seventh chords.

Students might be encouraged to harmonize simple folk songs "by ear", using voice, autoharp, guitar, melody bells or whatever musical instrument is at hand.

On R9, the students can hear some experiments with harmony and rhythm on a single theme *(Twinkle Twinkle Little Star)* and may offer further variants. In R15 they can listen for the changes in harmony and rhythm as worked out by a master composer.

Science and Geography

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 2:03 - 2:15 P.M.

RESOLVING CANADIAN RESOURCES

The many wonders of science unfolding day by day before our startled eyes is the theme of this series of radio broadcasts. The application of some of these scientific marvels to the growth and development of the vast and beautiful land of Canada is supplemental to our main objective. It will be readily appreciated that only an introduction to these themes will be possible but it is hoped that they challenge the curiosity of young listeners, promote their initiative and, through research and study, develop their understanding.

In this centennial year teachers and students of Science and Geography will be attracted to many pavilions at the 1967 Exhibition at Montreal. For example, in the *Katimavik* will be assembled a score of giant models of such items of universal interest as the atomic clock, the celestial telescope, the gyroscope and a radar antenna.

Canadians are well aware of their nation's foremost problem, the challenge of distance. Our archipelagoes of population had to be linked with the means to communicate and with the abilities to move both goods and peoples. In the *Feature Area* at the 1967 Exhibition will be a 55 foot fibre glass dome surfaced sporadically with mountainous terrain. Here the story will be told of advances made in the last 100 years. An animated film will show, by means of four projectors each covering a quarter of the dome, how we have met the challenge of distance. The use of computers for business management, satellite tracking, traffic control and transliteration will be seen in the *Computer Centre*. One of the communication exhibits will display acrylic discs transmitting photographs. Such existing developments represent a small part of our country's growing mastery of distance.

The projected panorama of the future is a great stimulant to young minds. What are the applications of hovercraft to transportation in Canada? Can a path be melted in ice-bound harbors, in canals and in rivers? Will food supplies be multiplied by food factories on land and increasing harvests from the sea? Can scientific control overcome pollution in our waters? Will geological improvements make it easier to locate and extract minerals from Canada's huge area of hard rock and oil-bearing

strata? Will Medical Science conquer diseases and keep our people healthy and mentally alert? Questions are raised in the hope of stimulating inquiry in the varied interest fields of Grades 7 and 8.

The objective of the ten programs is to introduce topics in a manner designed to whet the appetite for a closer look at the Canadian scene. The implication of scientific advances should excite young people to optimistically reach out to accept the challenge of change.

1. *January 9* . . . TRANSPORTATION

   The concept of distance and physical obstacles are not readily grasped by most Canadians. Overcoming distance has always been Canada's costliest handicap. This will, undoubtedly, continue to be a great problem but new trends on the seas and lakes, in the air and on the roads and railways have very interesting possibilities.

2. *January 16* . . . COMMUNICATION

   While distance continues to be the problem here the advances in communication are even more exciting. The 1967 Exhibition at Montreal will show communication devices ranging from telephones to short-wave broadcasting. It will show how the computer has become the centre of communication. The implications of continuing advances are breathtaking.

3. *January 23* . . . ENERGY RESOURCES

   The 1967 Exhibition will show animated exhibits of full bundles, steam and turbines and graphic panels will explain how a nuclear plant works. Murals will depict energy as tide, the falling waters of rivers, as wind and as electricity. A beginning concept of energy as a vital force in Canada's future should result.

4. *January 30* . . . FOOD FACTORIES

   The impact of Science on Agriculture continues to radically change an industry falsely regarded as conservative. Chemical and mechanical engineering have joined with agricultural science to greatly alter methods of food production. Many advances have been made and even greater changes are projected.

5. *February 6* . . . HARVESTING THE SEAS

   The Science of Oceanography is of growing interest around the world. Startling changes in Canada's fishing and fish processing industries are

impending. Increasing use of ocean plant life is a possibility of interest to scientists.

6. *February 13* . . . THE WEATHER

Will the Science of Meteorology play a more active role in the future? What great values to transportation and industry have already resulted from Meteorology? Are there possibilities for weather control? In what ways (frost, precipitation) are Canadian occupations influenced by climate?

7. *February 20* . . . THE GREAT LAKES AND OTHER WATER RESOURCES

A very brief resume of the present uses of the Great Lakes will be presented. The subject of increasing requirements for water in North America and comments about proposed projects for water divergence will be introduced. Progress in solving the ice problem will be mentioned. The growing problem of pollution will be introduced. The role of science in battling pollution and in studying the use of water will be discussed.

8. *February 27* . . . UNLOCKING THE ROCK PRISONS

The fabulous engineering feat of opening Saskatchewan's potash mines can introduce Science's role in mining. Modern methods of locating and extracting minerals and petroleum and the possibilities in the future of Canadian mineral production are subjects for interesting and exciting research and study among students.

9. *March 6* . . . PRESERVING NATURAL BEAUTY

Nature's beauty in our vast and colourful land is an asset that should be everlastingly preserved. Poets, painters and musicians have fairly represented this. Citizens and governments have been aware of the tourist resource included in natural beauty. The challenge of conservation of this resource should concern all Canadians.

10. *March 13* . . . HUMAN RESOURCES

Conserving the health and welfare of Canadians is a matter of continuing importance. Medical advances may continue to aid physical health and many agencies are working on social problems. The objective of a healthy and mentally alert body of responsible citizens is a core objective of our nation.

RELATED ACTIVITIES:

Every topic of the radio series relates to the school program in Geography and Science. Before the broadcast some basic concepts can be introduced or reviewed in the subject areas or in current events. Although some of the material has not yet been transmitted to books the basic background can be researched in encyclopaedia and other resource books. It is suggested that newspaper and magazine articles pertaining to *Expo 67* be preserved and considered in current events. The whole subject area has widespread latent interest and excitement for pupils in Canada's Centennial Year. Students should prepare for each broadcast by researching and organizing a body of knowledge on the subject. They can approach the program with questions which the broadcast may answer.

During the broadcasts pupils should note points of interest to them, inquiries which they may wish to raise at the conclusion and suggestions for follow-up research which they may wish to make.

After the broadcasts, immediate discussion would clear up problems and stress the main points presented. Further research in expanding the ideas presented are especially desirable in this series of introductory concepts.

RELATED AIDS:

NON-PROJECTED

PUBLICATIONS

Current magazine and newspaper articles on the 1967 Exhibition at Montreal

Exhibition — Sir Alexander Campbell Building, Confederation Heights, Ottawa

The Financial Post — (Maclean-Hunter Publishing Company)

The Family Herald — (Montreal Star Company)

The Story of Confederation

INTERMEDIATE DIVISION (GRADES 7-8)

FRIDAYS, 2:10 - 2:30 P.M

The programs of this series will dramatize the story of Canadian Confederation. Special emphasis will be placed upon the important, but little-known, contribution made by French Canada. The central figure will be

the outstanding French-Canadian statesman, Georges Etienne Cartier, whose role in the Confederation deliberations will be the pivot of each episode. It is anticipated that the listeners will develop a new awareness of the work of French-Canadians in the creation of our Dominion and that an appreciation of the problems in French-English relations *then* and *now* will result. Debatable questions of historical and current interest will often be introduced for classroom discussion:

1. Was Confederation forced through mainly for the benefit of the English-Canadians in Canada West?
2. Is it true that the Fathers of Confederation made no effort to solve the language problem of Canada, but merely avoided the issue by freezing it into a geographical compartment?

1. *January 20* . . . THE MAKING OF A CANADIAN

   Georges Etienne Cartier, descendant of Jacques Cartier, member of the old Quebec aristocracy and a participant in the Rebellions of 1837, is introduced in the first program. As his youth unfolds, we see clearly the developing attitudes of the French-Canadians to the British rule imposed on them after 1763.

2. *January 27* . . . DEADLOCK

   Cartier is now a mature politician involved in the deadlock which developed in the Province of Canada after the Act of Union in 1841. Canada East, French in language and customs, Roman Catholic in religion, and Conservative in politics is shown in contrast to English Protestant, and Liberal, Canada West. Government comes to a virtual stop.

3. *February 3* . . . UNION — OR CHAOS

   Intelligent leaders in both areas come to the gradual realization that some form of larger union may be the solution to their problems. Brown, Cartier and Macdonald decide to invite themselves to the Charlottetown meeting which has been called to discuss the possibility of a federation among New Brunswick, Nova Scotia and Prince Edward Island.

4. *February 10* . . . THE CONFERENCES

   The scene is divided between the meetings in Charlottetown and Quebec. Cartier comes forward to express the French-Canadian viewpoint and insist on ample safeguards to protect the institutions and culture of his people.

5. *February 17* . . . THE GREAT DEBATE

The series reaches its climax in the great Confederation debate in the Canadian parliament. Cartier's own people provide the principal opposition, motivated by the fear that they will be placed in a minority role in Confederation and that their race, religion and language will not be protected.

6. *February 24* . . . CANADA'S CONSTITUTION

The final broadcast will develop the creation of the British North America Act in relation to the special problems of Quebec.

RELATED ACTIVITIES:

Program 1

1. Use an historical atlas to investigate the size and extent of the British North American colonies before 1867.
2. Using one of the general texts, review the political history of French Canada from the Conquest to the Act of Union, 1841.
3. Begin a collection of newspaper and magazine articles on the French-English problem of to-day.

Program 2

1. Use a set of documents to examine Durham's Report and the Act of Union 1841.
2. Why was it hoped the Act of Union would satisfy both French and English colonists?
3. Write a short essay on the differences between Canada East and Canada West — in customs, religion and politics.
4. List the difficult elements in the relations of French and English in the 1840's and 1850's which are still found in Canada to-day.

Program 3

1. Collect pictures and biographical material on the Fathers of Confederation.
2. Determine the reasons why the Atlantic colonists were considering union.
3. Discuss the reasons why a wider union would offer a solution to the problems of British North America.
4. Explore the similarities and differences in the views of Cartier and Macdonald on the union.

Program 4

1. Prepare the text of a short speech which Cartier might have made in the discussions to express his ideas.
2. Why did the delegates from the Canadas come to dominate the Charlottetown Conference?
3. In what ways was the Quebec Conference particularly important for the French?
4. Which of Cartier's arguments do you think was most impressive to the other delegates?

Program 5

1. Prepare a digest of some of the important debates from *The Confederation Debates,* Peter Waite.
2. Make a list of significant quotations on the ideas of the French from the speeches of Cartier.
3. Were all shades of French-Canadian opinion equally well expressed in the discussions?

Program 6

1. Review the role of the British government in the passage of Canada's constitution.
2. Discuss the success and failure after 1867 of the B.N.A. Act with respect to French Canada.

RELATED AIDS

FILMS

SS-586 – *Georges Etienne Cartier*

SS-555 – *Lord Durham*

SS-600 – *Louis-Hippolyte Lafontaine*

SS-601 – *John A. Macdonald*

NON-PROJECTED

BOOKS

The Fathers of Confederation, "Chronicles of Canada" series, A. H. U. Colquhoun

Dominion of the North, D. G. Creighton (Macmillan)

John A. Macdonald (2 Vol.), D. G. Creighton (Macmillan)

History

INTERMEDIATE DIVISION (GRADES 7-8)
WEDNESDAYS, 2:03 - 2:30 P.M.

From Sea Even Unto Sea

In this series, important events in Canada's history from coast to coast will be presented in chronological order. These programs should prove of value not only to teachers of grades 7 and 8 but also to teachers of some junior division classes.

A true love of our country can only be inspired by presenting historical events truthfully and without bias. An attempt will be made to help pupils develop a proper historical attitude by presenting the reactions and feelings of all groups involved in the episodes presented.

Throughout this series the influence of economics and geography on Canada's history will be revealed. After the broadcasts, teachers should discuss the economic influence in terms within the understanding of their pupils. Each presentation should stimulate a discussion during which pupils may use facts they have gained from these broadcasts, from their teachers or from individual research.

1. *March 1* . . . THE EXPULSION OF THE ACADIANS

   This dramatic episode in which a simple, peace-loving people were caught in a gigantic struggle for power in North America is an example of an unhappy side-effect of war. Listeners will have an opportunity to examine the many facets of this story of our Atlantic Provinces.

2. *March 8* . . . STRUGGLES FOR POWER

   The struggles for power in Quebec just before and after the fall of New France have had a great influence on Canada's history. A highlight of this program will be the exciting clash between the forces of Wolfe and Montcalm.

3. *March 15* . . . THE FUR TRADE LEADS TO THE PACIFIC

   The fur traders from Montreal were forced to seek a route to the Pacific Ocean by the increasing competition in the north-west from the Hudson's Bay Company and the high costs of transporting goods to and from Montreal. Knowledge of Captain Cook's Pacific Coast discoveries spurs Alexander Mackenzie to accept the challenge to discover a "North-west Passage". His journeys down to the Arctic Ocean and over the mountains were important milestones in extending Canada's western boundaries.

4. *April 5 . . .* THE GOLD RUSH OPENS BRITISH COLUMBIA

The controversial Governor Sir James Douglas was determined that gold seekers from the United States and other countries should realize that they were in a British colony where British law would be maintained. The construction of the Cariboo Trail was an outstanding achievement in road building. It helped develop a permanent settlement in the new Pacific coast colony and thus held out the possibility of a transcontinental Canadian nation.

5. *April 12 . . .* FROM SEA EVEN UNTO SEA

As the story of Confederation begins to unfold, the influence of other men and various factors will be revealed. Emphasis will, however, be given to the political acumen of Canada's first prime minister, Sir John A. Macdonald.

RELATED AIDS:

FILMS	FILMSTRIPS
SS-439 – *Wolfe and Montcalm*	*Alexander Mackenzie* – N.F.B.
SS-611 – *Charles Tupper*	*The Story of Confederation* – N.F.B.
SS-601 – *John A. Macdonald*	*Sir John A. Macdonald*
SS-598 – *Alexander Galt*	*Part I, Part II* – N.F.B.
SS-586 – *Georges Etienne Cartier*	*General James Wolfe* – N.F.B.
SS-537 – *City of Gold*	

Stories From British History

INTERMEDIATE DIVISION (GRADES 7-8)

WEDNESDAYS, 2:15 - 2:30 P.M.

These four stories provided through the courtesy of the British Broadcasting Corporation are designed to help boys and girls to experience the past and to enjoy it. The broadcasts are not formal history lessons; they are chosen for their story-value as well as for their historical significance.

1. *April 19 . . .* AGINCOURT

The Battle of Agincourt was fought on St. Crispin's Day, 25th October, 1415. It was part of the Hundred Years War (1338-1453). Our broadcast begins in the summer of 1415, with an archer from Norfolk telling

how he joined the army of Henry V, sailed for France, and took part in the Siege of Harfleur. During the long siege, food was short and the weather was bad; two thousand soldiers died before the town surrendered.

After the surrender of Harfleur, King Henry decided to march to Calais, about two hundred miles away. It was near the castle of Agincourt that the French army barred the way and the battle was fought.

2. *April 26 . . .* CAPTAIN MERCER AT WATERLOO

In 1815 Napoleon Bonaparte, Emperor of the French and at one time conqueror of all Europe, set out to regain his lost empire. A British army was sent against him, under their finest general, the Duke of Wellington. Many soldiers who were at that battle wrote about it; one of them, Captain Mercer, gives this on-the-spot account of the great Battle of Waterloo. *Note:* This program was awarded a 1966 Ohio Award.

3. *May 3 . . .* JAMES WATT

A visitor to the county of Cornwall, in the West of England, might be puzzled by some tall buildings that look like the remains of ancient fortress towers. These are the ruins of engine houses built long ago to shelter the old Newcomen steam engines that were once at work in the Cornish copper and tin mines. In this broadcast listeners will hear how James Watt, inventor of the modern condensing steam engine, helped to change the life of the men who worked there.

4. *May 10 . . .* FLORENCE NIGHTINGALE

During the Crimean War the British, French and Turks fought against the Russians. There were many casualties and nursing facilities were unbelievably crude—those who did not die of wounds were likely to die of disease.

This program tells how Florence Nightingale set out from England to organize an efficient nursing service and of the young boy-soldier, wounded in battle, whose life she saved in one of the wards of the hospital at Scutari.

RELATED ACTIVITIES:

It is suggested that these programs be the basis of research and discussion relating to the role of British History to Canada and the rest of the world and its particular influence on our way of life. In this way these and related topics can be used to broaden and increase the knowledge of boys and girls in many events that they meet in the on-going program in the classroom.

RELATED AIDS:

FILMS

SS-416 – *The British Monarchy*
SS-208 – *British Isles*
SS-220 – *Mediaeval England*
SS-215 – *Industrial Revolution*
SS-227 – *Unquiet Land*
SS-203 – *Winston Churchill*

ONTARIO SCHOOL BROADCASTS
NETWORK

Beginning October 17th, school radio broadcasts will be carried by the Canadian Broadcasting Corporation stations listed below and by a number of private stations affiliated with the CBC network.

CBC programs are scheduled for presentation
2:03 - 2:30 P.M.

CBM	Montreal	CBL	Toronto
CBO	Ottawa	CBE	Windsor

Please CONSULT YOUR LOCAL STATION regarding coverage in your area.

The Department of Education is indebted to the Canadian Broadcasting Corporation and the private stations for the continued co-operation and support in carrying the regular school radio programs.

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